



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific
Research Mostéfa Benboulaïd, Batna-2



University Faculty of Letters and Foreign Languages
Department of English Language and Literature

***Integrating Dynamic Assessment in Oral Courses to Develop EFL
Students' Pragmatic Competence
The Case of Third Year Students at the Department of English
Batna2 University***

Thesis Submitted in Partial fulfilment of the Requirements for the Degree of
Doctorate in Applied Linguistics

Candidate: Ms. Sara GHIAT
Supervisor: Prof. Nadir KAOULI

Board of Examiners:

President:	Dr. Radia GUERZA	Mostéfa Benboulaïd, Batna-2 University
Supervisor:	Prof. Nadir KAOULI	Mostéfa Benboulaïd, Batna-2 University
Examiner:	Prof. Mohamed Seghir HALIMI	Kasdi Merbah, Ouarguela University
Examiner:	Dr. Lamri SEGUENI	Mohamed Khidher, Biskra University
Examiner:	Dr. Mohamed KHENCHALI	Mostéfa Benboulaïd, Batna-2 University

Declaration

I hereby declare that the substance of this doctorate thesis is entirely the result of my own investigation, and that due reference or acknowledgement is made to the work of other researchers whenever necessary.

Dedication

To all the persistent and high-spirited blind students

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List of Acronyms

1. CLA: Communicative Language Ability
2. CLL/T: communicative language Learning/Teaching
3. CCSARP: Cross Cultural Speech Act Realisation Project
4. DA: Dynamic Assessment
5. DCT: Discourse Completion Task/ Test
6. FLL: Foreign Language learning
7. FTA: Face Threatening Act
8. EFL: English as a Foreign Language
9. ILP: interlanguage Pragmatics
10. MLE: Mediated Learning Experience
11. LPAD: (Learning Potential Assessment Device)
12. SAT: Speech Act Theory
13. SLA: Second Language Acquisition
14. SLL: Second Language Learning
15. SCT: Sociocultural Theory
16. TEFL: Teaching English as a Foreign Language
17. TBL: Task Based Learning
18. TL: Target Language
19. ZAD: Zone of Actual Development
20. ZPD: Zone of Proximal Development

Abstract

In spite of the outstanding courtesy given to pragmatic competence development in most recent research in applied linguistics, EFL students seem to be straggling with the same problem in communicating effectively and appropriately to which most instructional methods have failed to bring fruitful solutions. Based on the zone of proximal development (ZPD), articulated by Vygotsky, dynamic assessment (DA), which involves integrating instruction and assessment in a unified activity is believed to depend on pragmalinguistic and sociopragmatic sources to mediate the learners target language acquisition, and thus help them reach pragmatic competence. In this sense, the current study was meant to investigate the relevance of the speculated hypothesis, stating that the integration of dynamic assessment in oral courses would help third year EFL students improve their pragmatic competence. To this end, the researcher opted for an amalgamated research paradigm, starting with the conduction of a case study to collect qualitative data from third year EFL students and oral expression teachers about the status of interlanguage pragmatic competence within the EFL Batna-2 university context, using an open-ended questionnaire and a semi-structured interview. Then, she carried out a quasi-experimental inquiry with two intact groups of the third year EFL students to examine the effect of the DA-based instruction on the development of their pragmatic competence, which has been measured prior and subsequent to the intervention program using different discourse completion tasks that focus on the speech acts of request and apology realisation. The qualitative analysis and interpretation of the case study results revealed that the traditional way of instruction and assessment led to a serious deficiency at the level of interlanguage pragmatic competence among third year EFL students. Furthermore, the t-test results of students' scores in both the pre-post-tests revealed a significant impact of the DA-based instruction on the third year EFL students' pragmatic competence development.

Key words: Interlanguage Pragmatic Competence, Discourse Completion Task, Speech Acts of request and apology, Dynamic Assessment, the Zone of Proximal Development, Mediatlional strategies, the interventionist approach.

General Introduction

1.1. Background of the study

Developing pragmatic competence, the most prevailing ability of communicative competence, has recently been the ultimate goal of the modern English language teaching programs. Pragmatic competence, or the ability to appropriately do things with words (Thomas, 1983; Leech, 1983), the ability to conventionally communicate in relevance to the target language culture, or the ability to interact without any misinterpretation or communication breakdown (Brown and Levinson, 1987) has lately gained vibrancy in the interdisciplinary research of Applied Linguistics giving it a paramount importance in learning a foreign language.

Research inspired from Austin (1962) has always been interested in how actions are performed through words whereby the most searchable theme is often referred to as the speech acts realisation. The main emphasis of pragmatics therefore is to investigate the effect of the communicative conventions of a given culture on the language users' linguistic choices. As such, Pragmatics, on the words of Crystal (1997) is "the study of language from the perspective of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (301). According to Kasper and Rose (2002), this view is at the heart of pragmatic research as it studies the language in use, taking into consideration the social factors and cultural norms shaping the communicative act, and their impact on the social relationships.

Bringing the difference across languages to the study of pragmatics where the target language use and development is equitably different from the learners' prior experience of his/her native language use and acquisition, and assuming that pragmatic competence, similar to the TL grammatical, rules can be acquired without instructional involvement is far from truth, the sociocultural norms need to be taken into account in the earliest stages of learning (Kasper 1997) in (Van Compernelle, 2014). Nonetheless, Blum-Kulka and Olshtain (1984) believe that learners might reach an advance level of the TL pragmatic competence without any pedagogical intervention thanks to the universality of some pragmatic aspects where they can be positively transmitted from

the learners' L1 to the TL. As commonly known in pedagogical psychology, students tend to avoid transferring their previous information and strategies to more difficult tasks, which is the case in transferring aspects of universal or L1 pragmatic to the target language (Williams & Burden, 1997). They rather resort to the literal interpretation and effortlessly neglect to focus on understanding the intended meaning (Kasper & Rose, 2002).

Van Compernelle (2014) believes that following Kasper's (1997) pioneering call for the teachability and learnability of the target language pragmatics where the pragmalinguistics and sociopragmatics can take an important part of the L2 and FL instructional input, learners would be able to develop what is always referred to in pragmatic research as interlanguage pragmatic competence. Yet, according to most interlanguage pragmatics researchers, including Kasper and Rose (2002); Van Compernelle (2014), explicit instruction, involving pragmalinguistic and sociopragmatic knowledge, has proved to be more effective than implicit instruction in the development of FL learners' pragmatic competence.

Beyond the attempt to gain insight about which type of instruction is more effective, the explicit or the implicit, that in fact seem to be unreachable in most EFL settings, FL learners tend to encounter pragmatic failure, the reason of which researchers in interlanguage pragmatics try to find the best fitting Instructional method that help the FL learners develop their pragmatic knowledge to be able to communicate affectively and appropriately in the target language. As agreed about the explicit instructional type, metapragmatic knowledge of the pragmalinguistic and sociopragmatic forms can be taught, including the speech acts and the politeness strategies (Kasper & Rose, (2002); Rose & Kasper, 2001). In view of that, unlike most approaches to language teaching, the Vygotskian sociocultural theory (SCT) according to van Compernelle (2014,) seems to be the most relevant method to instructional pragmatics, which is in favour of the explicit instruction, depending on sociopragmatic tools to mediate pragmatic actions.

Following Vygotsky's (1978) SCT perspectives, the sociocultural means, often referred to in language teaching as the dynamic assessment tools, are meant to mediate the language users'

ability to communicate appropriately. Dynamic assessment, in this sense, is rooted in Vygotsky's (1978) theory of the mediated mind, which assumes that integrating the sociocultural means help learners reach more advanced cognition. Thus, from the SCT perspective, humans can not interact directly with the environment in which they grow up, they rather depend on the socially constructed elements of culture made by more advanced interlocutors to ease their contact with the social world (Poehner, 2008; van Compernelle, 2014).

The notion of dynamic assessment (DA) can at once be determined by the renowned concept of the zone of proximal development (ZPD), which focuses on the abilities that are still in the process of development and internalisation (Poehner, 2008). In this sense, the ZPD can not be brought to light by observing the learner's individual performance, instead, it can be revealed via the assisted performance where the learner receives several mediational strategies from the teacher to move from his/her actual zone of development (ZAD) to his/her potential zone of development (Poehner, 2008; van Compernelle, 2014). Dynamic assessment is best depicted in the valuable extrapolation of Vygotsky's dialectical approach to human development, which involves teaching and assessment in a single activity, using mediations to reveal the learners' ZPD to move it forward (Williams & Burden, 1997; Poehner, 2008; Van Compernelle, 2014).

Dynamic assessment, which is qualified to be one of the most promising practices in language teaching for the evaluation of both actual performance and learning potentials, forces us to get read of the static psychometric assessment procedures that are utilised as the most predominant means revealing unpredictable results of learners' abilities, which are not only considered as a proof for the learners' current abilities but rather as inspectors of the learners' future achievements. The problem of these static pencil-paper tests is rooted in their interpretation, which is based on only achievement tests that usually come up with undependable results (Poehner, 2008; Williams & Burden, 1997; Brown, 2004).

1.2. Statement of the problem

In EFL classroom, communicating effectively and appropriately is conceivably the most challenging task for students regardless of their considerable command of the grammatical knowledge (He & Yan, 1986). The majority of them had experienced frustration due to failing to participate in foreign language interaction, which needs to be authentically carried out under certain sociocultural norms. This problem might be the result of the traditional instructions which prepare learners only for conventional pencil -paper tests, neglecting the importance of providing sociocultural means to ease the development of students' pragmatic competence. Adding to that, these traditional instructions have revealed a more serious problem related to: anxiety, lack of motivation, and lack of self-confidence as students get used to study under pressure preparing for static tests and exams. Such problem is getting worse as assessment has become part of any academic routine without understanding its genuine purpose. Hence, students and teachers may be struggling with assessment considering it as a necessary evil that gives students the permission to the next level of education (Poehner, 2008). Yet, the complex attribute of pragmatic competence development, as compared to the other language competences, interwoven with the problem of the static tests, the interpretation of which depends only on summative assessment that brings about unreliable results, is the driving force of the current investigation.

As far as the Algerian EFL students are concerned, they seem to be of no exception as many studies have reported their failure in developing the interlanguage pragmatic competence despite of their good command of the grammatical knowledge of the target language (Lebbal, 2014, 2018, 2019; Belfarhi, 2019; Dendenne, 2016; Idri, 2014). It should be reiterated that developing EFL students' pragmatic competence has become the main objective of most recent EFL teaching curriculum, including the Algerian ones, that is the core problem to be stressed has nothing to do with setting objectives, but in fact, it is originated in the random choice of the teaching method, with no theoretical grounds or methodological framework. Another issue worth investigating, here, is that EFL learners are not enough aware of the importance of Pragmatics in language learning regardless

of their continuous online exposure to the target language, which seems to be unfruitful under no useful supervision. Thus, these learners need to develop their TL pragmatic knowledge under a suitable teaching method, covering a wide range of pragmatic elements, among which: speech acts, politeness strategies, pragmalinguistic, and sociopragmatic forms of the language.

Needless to say, it is quite hard to find a relevant context in EFL classrooms to pragmatic competence development, dynamic assessment, rooted in Vygotsky's sociocultural theory, is the most likely method that provides such context as it is reported to be rather similar to the natural environment where people develop their first language. Dynamic assessment, based on the assumption that teaching and assessing should be simultaneously integrated in a single activity (Williams & Burden, 1997), is expected to offer EFL students such opportunity to develop pragmatic competence, similar to their first language acquisition, in a mediated learning experience under the guidance of more advanced interlocutors. All things considered, the research at hand is meant to explore the status of pragmatic competence in the EFL context of Batna-2 university, and thus to investigate the impact of integrating dynamic assessment in oral courses on the development of student interlanguage pragmatic competence. In order to meet these objectives, the current investigation is carried out following a triangulated research paradigm, a case study and an experimental enquiry; each of which attempts to answer a different rudimentary research question on the basis of other subsidiary questions.

1.3. Research questions

- The Questions Addressed by the Case Study
- What is the contemporary exhibited level of interlanguage pragmatic competence of third year students of Batna-2 university?
 - 1- What difficulties do third year EFL students in Batna2 University find in oral communication?
 - 2- What is the status of interlanguage pragmatic competence within the EFL context at Batna-2 university?

3- How do EFL oral expression teachers teach oral communication?

4- How do EFL oral expression teachers evaluate students oral communication development?

➤ The Questions Addressed by the Experimental Enquiry

➤ Does the integration of the dynamic assessment procedures enhance third year EFL students' pragmatic competence?

1- How do dynamic assessment procedures affect their use of requests and apologies in oral expression courses?

2- What is the type of mediational strategies that best promotes the development of third year EFL students' realisation of the speech acts of request and apology in oral communication?

3- Which speech act is best improved through the use of dynamic assessment procedures?

Generally speaking, this research is an attempt to test the extent to which the integration of the dynamic assessment procedures is effective in improving third year EFL students' pragmatic competence, and this can be verified with reference to the following speculated research hypotheses.

1.4. Research hypotheses

This work is built upon the assumption presuming that the dynamic assessment, grounded in the SCT theory, is the most likely effective method in improving EFL student's pragmatic competence. Hence, before putting this research into practice, the following hypotheses have been speculated:

H₁: the integration of dynamic assessment techniques and procedures in oral expression courses significantly affects third year EFL students 'pragmatic competence development.

H₀: the integration of dynamic assessment techniques and procedures in oral expression courses has no significant effect on third year EFL students' pragmatic competence development.

1.5. Rationale of the study

The thirst for understanding the causes that lie behind the issue under investigation, and thus attempting to bring about practical solutions, originates from the researcher's prior experience as a doctorate student and a parttime teacher at the department of English, Batna-2 University. Drawing on such amalgamated experience, the researcher noticed that EFL students often face difficulties in both formal and informal communication. These difficulties are often related to the misuse of the language as it is commonly accepted by the TL sociocultural community. Apart from the constant adherence to the traditional educational system, which prepares learners only for static tests, few learners have had much experience learning the foreign language in its proper sociocultural context. Not only must these EFL students gain proficiency of the linguistic knowledge to be able to answer the final exam questions, but they also need to develop a sense of pragmatics in communication in order to reach communicative competence, which is the ultimate goal of learning a foreign language.

Speaking about the professional life, academic setting, or even daily life interaction, graduate students are often asked the following question: (do you speak English?). This question is, in fact, meant to find out whether this student can communicate effectively and appropriately in different occasions. Truth be told, this is not the case of most EFL graduate students. In light of this, students who enrol in EFL University study are urged to develop a sense of pragmatic competence in oral communication. All things considered, the EFL learner's failure to communicate in a functionally accepted manner may be the result of some missing factors, such as the lack of interaction and mediation in the EFL classroom, which are the corner stone of dynamic assessment.

On the basis of the complex nature of the issues under investigation, this study attempts to reliably find compatible solutions that are seemingly grounded in Vygotsky's sociocultural theory. Relying on the SCT principles to solve the above-mentioned problems is determined by the importance of using the sociocultural means in the language classroom to mediate the students' learning experience, and to the significance of bridging the gap between teaching and assessment,

that is the so-called in language pedagogy dynamic assessment(Williams & Burden,1997). here, we suggest that the implementation of dynamic assessment with the explicit orientation of pragmatic instruction, as inspired from the work of Van Compernelle (2014), might assist learners in acquiring some of the pragmatic aspects to be able to use them in communication.

1.6. The Significance of the Study

Dynamic assessment and pragmatic competence, intertwined in the sociocultural theory, evoke an undeniably attractive conception to be explored in recent applied linguistics research for they uncover a lot of curiously complex issues that are not abundantly investigated. In this sense, the current study is meant to extend our understanding of the Vygotskian insightful sociocultural theory, and to expand its perspectives to the Algerian EFL context in order to examine the effect of these sociocultural means on students' interlanguage pragmatic competence development. Thus, the significance of this research is derived from the sociocultural perspectives that are likely to provide an effective remedy for both the pragmatic competence acquisition and the assessment issues at once. Theoretically speaking, the current investigation is expected to add a piece of research to the literature of pragmatic competence, which seems to be too scarce in the Algerian studies as well as dynamic assessment that is assumed to be neglected among our academics to the best of the researcher knowledge. Empirically speaking, however, this research is an attempt to apply the dynamic assessment approach with its sociocultural rudiments to the pragmatic instruction in the Algerian EFL context so as to test its effectiveness in developing EFL students' pragmatic competence, especially, in terms of the speech acts of request and apology realisation.

1.7. Aim and Objectives of the Research

Following the discerning principles of the SCT theory, the current investigation attempts to bring light to the use of the dynamic assessment approach in the Algerian EFL setting, and to test its effectiveness in evolving the students' interlanguage pragmatic competence. To this end, the present study tries to highlight the dynamic assessment methodological framework to be used for the intensification of students' awareness of the significance of acquiring the TL pragmatic aspects

to be able to communicate effectively and appropriately. Practically speaking, this ultimate objective can be breakdown into the following aims:

- 1- exploring the status of pragmatic competence in the EFL context of Batna2 University on the basis of the importance given to the instruction of pragmatics, and the difficulties that deter its development from both the teachers and the students' views;
- 2- attempting to promote third year EFL students' pragmatic competence via the integration of the dynamic assessment approach in oral communication courses, focusing mainly on the speech acts of request and apology realisation;
- 3- promoting EFL teachers' and students' consciousness about the eminence of implementing dynamic assessment approach, which encompasses teaching and assessment in a single activity as an alternative to the traditional teaching methods, and the importance of acquiring the TL pragmatic aspects along with its linguistic elements in order to reach communicative competence, which should be the perpetual goal of all EFL learners.

1.8. Research Design and Procedures

In light of the intricate nature of the issue under investigation and the put forward study objectives, it seems obvious that putting the research scheme into practice compels a triangulated research scheme of two complementary phases. In the first phase, given the importance of instructional pragmatics within the teachers' adopted methodology and the students' awareness of the significance of pragmatic acquisition, the status of pragmatic competence in the EFL context of Batna2 University is investigated thru the content analysis of the qualitative data obtained from an in-depth case study by means of an open-ended questionnaire and a semi-structured interview from EFL students and oral expression teachers respectively. The second phase, however, is intended to examine the effectiveness of the Vygotskian SCT principles, exactly the dynamic assessment approach to language teaching, in developing third year EFL students' pragmatic competence. Towards this aim, a quasi-experimental design is adopted where two intact groups from the third-

year level are involved in the enrichment program. This program is based on the theoretical and methodological framework of the dynamic assessment approach, in which learners are introduced to various pragmatic elements, including the politeness principles, pragmalinguistics, and sociopragmatics with a particular focus on the speech acts of request and apology realisation .

Following the triangulated design of the study, the aim of which to gather data from multiple sources along each phase, different tools are adopted to fit the target population and the objectives of each stage. For the purpose of conducting an in-depth case study, data were collected using an open-ended questionnaire and a semi-structured interview from third year EFL students and oral expression teachers respectively that are expected to openly report the status of pragmatics in learning English, drawing on their experience and perceptions about pragmatic competence development. The qualitative data from both oral expression teachers and EFL students are required to have a clear insight about the students' current level of interlanguage pragmatic competence, focusing mainly on the methods used for its instruction along with the difficulties hindering its development, and thus pave the way for the experimental study to take place in the second phase.

As far as the experimental study is concerned, the students' pragmatic competence is measured prior to and after the enrichment program through their performance on different, yet similar written discourse completion tasks (WDCTs), which principally report the elicitation of request and apology realisation. Regardless of the criticism accredit to the WDCT, it is still considered as the most appropriate tool for research in pragmatics, and this encouraged the researcher to adapt two different DCTs to be used for the pre-post and the progress tests. The situations presented in each test are carefully designed, depending on the criteria of requests and apologies realisation suggested in Blum-Kulka's (1989) Cross Cultural Speech Act Realisation Project (CCSARP). It should be noted that choosing to work on the third-year students is based on the assumption stating that completing the WDCT as a pragmatic task is a rather challenging task, requiring a certain proficiency level (Yamashita, 1996); Roever, 2005. hence, any deficiency the

students find in completing the WDCT would be attributed to the students' pragmatic ability and not to any other language ability.

In any research, before trying to bring solutions to the problem under investigation, the researcher should first identify and deeply understand the problem being studied. This could be realised through conducting a pilot study, the aim of which is to prove the existence of the problem. For this reason, the researcher carried out a pilot study before going through the main research procedures. In this pilot study, the researcher adapted a WDCT on the basis of the situations suggested in Blum-Kulka's (1989) (CCSARP). The data collected from this test were subject to content analysis, proving the existence of the problem. That is, third year EFL students exhibit a deficiency in pragmatic competence, especially in the realisation of the speech acts, the results of which are reported in a separate study rather than the present work, see Ghiat and Kaouli (2020).

1.9. Operational Definitions of the Key Concepts

For the sake of maintaining consistency along the whole work, the main variables constituting the current investigation are restricted to the constructive definitions provided in the following lines, and this helps the reader appreciate the essence of the research as exactly intended by the researcher. to aiming at reaching a rational construction of them to pave the way for the practical plan.

Pragmatic competence, the most predominant ability of communicative competence, denotes the ability to appropriately do things with words (Thomas, 1983; Leech, 1983), or the ability to communicate in convention with the TL cultural norms, or the ability to interact without any misunderstanding or communication collapse (Brown and Levinson, 1987).

Interlanguage pragmatic competence refers to the non-native speakers' ability to understand and produce linguistic behaviours in the second and foreign language. More exactly, it means the NNs ability to use the conventionally accessible linguistic resources (pragmalinguistics) in a contextually accepted manner (sociopragmatic) (Kasper, 1998; Rose, 1997).

Dynamic assessment is best represented in Vygotsky's dialectical approach to human development, which involves embedding teaching and assessment in a single activity, using sociocultural means and/or mediational strategies to help learners move to a more advanced cognitive and psychological level (Williams & Burden, 1997; Poehner, 2008; Van Compernelle, 2014).

The zone of proximal development reflects the distance between the actual level representing the learner's solo performance, and the potential level representing his/her performance under adult assistance or in collaboration with more advanced peers (Vygotsky, 1978).

1.10. Limitations of the Study

In human sciences, it is never surprising that the realisation of any research project is rather challenging, which is the very same case of the current investigation. To begin with, due to administrative constraints, it was somewhat impossible to provide an appropriate environment for a true experiment to take place in the implementation of the study experimental procedures. As a plenty of managerial issues proved equitably hard to control and mainly the randomised selection of the study subjects, the matching-pairs technique was implemented to obtain a true experiment like conditions to hopefully have a room for the generalisation of the findings to the population under investigation. Another complex issue is related to the choice of the written discourse completion tasks as the major tool to elicit pragmatic performance. Where the respondents' answers could be questioned for being reported to not truthfully reflect the naturally occurring situations in the real-life. although the written DCT is often reported to be enable to elicit naturally occurring speech, it is commonly qualified to have an advantage to access a large corpus of data in a short period of time.

1.11. Organisation of the thesis

Following the American Psychologists association (APA) style sixth edition, this thesis is organised around five chapters including the introduction and the conclusion, each of which approaches the issue under investigation depending on its own researching nature. The topic of this

research has been fully introduced in the introductory chapter, theoretically conceptualised in the second chapter, methodically framed in the third, practically investigated in the fourth, and finally came up with implications based on the obtained results in the concluding chapter. It should be noted that each chapter of the thesis represents an impartial portion, yet, it is better to consider reading every chapter in its predetermined order to gradually grasp the theoretical and the methodological consistency across all the chapters.

This introductory chapter has drawn the overall plan of the thesis, including the theoretical background, the objectives of the study, and the research design and procedures to be thoroughly discussed in the subsequent chapters.

The second chapter, which is devoted to the theoretical framework of the issue being investigated, aims at exploring the basic concepts and the problematic issues related to pragmatic competence in conjunction with the dynamic assessment approach to language teaching. This chapter encompasses three main sections in which the two basic research variables are separately discussed in order in the first and the second sections, and then interlinkingly presented altogether in the third section.

The first section sketches the theoretical foundations of the pragmatic competence notion in language education. In this section, the major concepts related to the problematic issues in pragmatics, and the instructional methods used in teaching pragmatic competence in both L2 and FL acquisition are meticulously delved to find a suitable method for its betterment.

The second section traces the theoretical underpinnings of the dynamic assessment approach, moving from the SCT's perspectives of considering learners as humans to the DA use in language teaching, which is mainly based on the mediated learning experience. In this section, the key concepts of dynamic assessment, including the ZPD, the internalisation, the mediational strategies, the interactionist and the interventionist approach to dynamic assessment, are critically discussed, focusing on the sociocultural trait of each notion to reach a reasonable bound with pragmatic competence to be debated in the succeeding section.

The third section, then, is definitely dedicated to report the interceding components of the research variables, that of pragmatic competence and dynamic assessment, which seem to be scarce in language teaching research. It first tries to demarcate the pragmatic view of the language use from the SCT perspectives, which are at the heart of the DA approach, particularly emphasising the sociocultural means that mediate the acquisition of the TL pragmatic aspects. Moreover, it briefly discusses the empirical research findings related to the theoretical background of the current research. Hence, it tries to bring about the methodological framework adopted in these studies that associate the development of pragmatic competence to the implementation of the dynamic assessment approach in language teaching to depend on in the subsequent chapter.

The third chapter provides an in-depth description of the overall plan put forward to investigate the speculated hypothesis claiming that the implementation of the DA approach in oral courses enhances the development of third year EFL students' pragmatic competence. First of all, it starts with a flashback of the research objectives to help the reader appreciate the methodological choices adopted for each step in the study. Furthermore, it outlines the research procedures to the minor detail possible, including the approach, the methods and the data collection and analysis instruments. In this chapter, the selection of every research item is step-by-step explained in a separate section, and thus backed up with a rationale to the best of the researcher ability.

The fourth chapter, as its name implies [practical], tries to put the overall plan of the study into practice to either approve or disprove the research hypothesis being earlier speculated. Following a triangulated study design, a case study and an experimental inquiry, this chapter is split into two main sections, each of which presents, analyses, and interprets the data related to its research method. On the basis of the obtained findings of each section, this chapter attempts to answer the research questions and draw conclusions to be discussed in the concluding chapter for the purpose of suggesting useful implications for language teachers and researchers.

The fifth chapter stands for the general conclusion to the current work. The conclusion provides a summary of the whole thesis, and recapitalises the research findings and the final results.

yet, this concluding chapter's crucial purpose is to reach some useful recommendations to offer to EFL teachers regarding the development of students' pragmatic competence and the integration of the DA approach in their language classrooms on the basis of the research findings.

Chapter one Literature review

INTRODUCTION

The current chapter is an attempt to conceptualise pragmatic competence and dynamic assessment as research has framed them in second and foreign language learning and teaching literature. It tries to expand our understanding of how actions are accomplished through words (Austin, 1962). that is, how the social factors and the communication standards determine the language choices. These social factors do not only shape the linguistic behaviours, but rather according to Vygotsky's SCT perspectives, are the most responsible for prompting the human development. The learner development in L2 and FL context, following this view, is believed to be driven by the instruction which is meant to enhance the development rather than merely measure it (Vygotsky, 1978). In view of that, the crucial purpose of this chapter is to explore the theoretical ground of both pragmatic competence and dynamic assessment, suggesting a conceptualised bound between them to be practically experienced in EFL context.

2.1. The Theoretical Foundations of Pragmatic Competence

This section provides a general overview of the pragmatics related literature by reviewing the historical foundations of research in pragmatics, demarcating the concept of interlanguage pragmatics in FL and L2 instruction and assessment, and outlining the interrelated notions in the field, the speech acts and the politeness strategies.

2.1.1. Pragmatics as a subfield of linguistics

The most primitive attempt to language study, expressly the language learning process, used to consider the language as an abstract system ignoring the way this system is used in its core context. De Saussure (1938) believed that the object of the language scientific study is exclusively the abstract system, referring to the (*langue*) and, therefore, eliminating the (*Parole*), referring to the imperfect language use. In a similar vein, Chomsky (1965), in his famous theory of Generative Grammar, made a distinction between linguistic competence and performance, in which the former denotes the speaker's ability to produce and understand limitless number of sentences, and thus

considered it the object under investigation in linguistics, and excluded the latter, performance, which is the result of the speakers' exposure to the society.

Speaking about the society, a new doctrine to language study, related to pragmatics and speech acts, was developed by Austin (1962); Searle (1969). This view of language study gave a great importance to the social factors affecting the language use, which was then approved by Halliday's (1978) systemic-functional linguistics as cited in Van Compernelle (2014). This discerning perspective about the functions and the social aspects of the language was, then, received with open arms in the realm of L2 and FL learning, thus, giving birth to Hymes's (1972), communicative competence concept which holds the communicative aspects of the language, stressing its pragmatic usage (Canale & Swain, 1980).

According to Hymes, (1972) in Van Compernelle (2014), communicative competence evokes the ability to appropriately use the language, which in addition to the linguistic competence of Chomsky (1965), requires the sociocultural competence. Following his view about language use and acquisition, linguistics research compels focusing on the sociocultural and contextual dimensions of the language. Hymes's (1972) communicative competence theory entails investigating the language use, that is how appropriate this usage is, giving a great deal of attention to the new dogma of pragmatics.

In a broader conceptualisation, pragmatics was initially defined by Charles W. Morris (1938) as one of the three main lenses of semiotics, the study of signs and symbols and their contextual meaning and use (as cited in Levinson (1983). Since then, pragmatics has been welcomed with open arms by language researchers, and thus has long been perceived as "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (Crystal, 1997, p.301) or more precisely, "the study of meaning in context" (Archer & Grundy, 2011, p. 2). Such definition, following the view of Kasper and Rose (2002), is deemed to be the most insightful explanation in the pragmatics research for it incorporates

all the aspects of language use, including learning and development under the standpoint of pragmatics. A comprehensive historical view of pragmatics reveals that pragmatics has been differently approached over time, shifting from mainly philosophical to cognitive interests, and later on to cognitive and sociocultural studies, giving birth to second language pragmatic applied research by applying the sociocultural approaches (Kecskes, 2011).

2.1.2. Pragmatic Competence as a Component of Communicative Competence

Hymes's language-in use pioneering insight, and by extension the communicative competence theory, was sooner expended to language teaching and testing, and then recognised by the outstanding work of Canale and Swain (1980). Their insightful interpretation of Hymes's communicative competence theory compromised four key competencies: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence (Canale & Swain, 1980). In their model of communicative competence, pragmatic competence was integrated under sociolinguistic competence, incorporating the sociocultural rules of language use.

The concept of pragmatic competence in this sense was perceived as an analogy to the grammatical competence notion, which is in the words of Chomsky (1986) “the knowledge of form and meaning”. In their seminal work, Canale & Swain (1980) qualified pragmatic competence to be one of the prevailing constituents of their communicative competence model, representing the ability of the contextually proper use of the language. Later on, the components of communicative competence have captured the interest of so many researchers in the field of second and foreign language acquisition. In a very inclusive classification proposed by Bachman (1990), pragmatic competence is viewed as a vital component of the communicative competence paradigm, involving the ability to use the language, expressing a countless number of functions, and interpreting their illocutionary force in discourse, depending on the given sociocultural context.

On the steps of Bachman's (1990) framework of communicative language ability (CLA), which considered pragmatic competence as one of the two major language mechanisms, pragmatic competence was further split into two components: illocutionary competence and sociolinguistic

competence. In a refined classification proposed by Bachman and Palmer (1996), language ability is divided into strategic competence and language knowledge. The latter is comprised of the organisational and the pragmatic knowledge. The pragmatic knowledge in their revised model, as a substitute to the pragmatic competence, is once more divided into functional knowledge and sociolinguistic knowledge, each of which is further subdivided into multiple functions and abilities. The functional knowledge denotes the ideational, manipulative, experiential, and imaginative functions, while the sociolinguistic knowledge refers to the knowledge of dialects/varieties, registers, expressions, cultural references and figures of speech.

Along with Bialystok's (1993) belief as cited in Liu (2006), pragmatic competence is made of three main rudiments: first, the speaker's ability to appropriately use language in different contexts; second, the listener's ability to cope with the received language and understand the speaker's intended meaning, including indirect speech acts; third, the language user's ability to manipulate the rules that govern utterances to create a coherent and cohesive discourse. A well-received description of pragmatic competence in interlanguage pragmatic literature, which has lately been qualified as a constructive definition for so many researchers including this research, was suggested by Rose (1999) as the ability to use the conventionally accessible linguistic resources (pragmalinguistics) in a contextually accepted manner (sociopragmatic). Differently put, this competence is often associated with how to appropriately do things with words (Thomas, 1983; Leech, 1983). Since then, pragmatic competence is well-known by its predominant substitutes, pragmalinguistic ability and sociopragmatic ability (Kasper & Rose (2002). They claimed that following Kasper (1997), pragmalinguistic ability denotes all the available linguistic behaviours, the habits, and the direct and indirect strategies that are meant to make the communicative acts deeper or softer. On the other hand, sociopragmatic ability means the perspectives of the socially accepted communicative action in a certain context.

2.1.3. Interlanguage Pragmatics as a subfield of FL and L2 Acquisition

On the steps of Mey (2001), pragmatics as the study of language use through which people's needs are accomplished following the social norms, is split into two intersected branches in applied linguistics research: cross-cultural pragmatics (Blum-Kulka, House, & Kasper, 1989) and interlanguage pragmatics (Kasper & Blum-Kulka, 1993). On the one hand, cross-cultural pragmatics is concerned with intralingual differences across languages particularly in speech acts realisation. Related studies in the field have unfailingly investigated the effect of these differences on Cross-cultural communication (Blum-Kulka, House, & Kasper, 1989).

Interlanguage pragmatics (ILP) on the other hand, is devoted to the study of pragmatic transfer from the native language to the TL, focusing mainly on the pragmatic failure phenomenon (Kasper & Blum-Kulka, 1993). Research in ILP is empirically and theoretically inspired from second and foreign language acquisition research that is interested in the pragmatic competence development of L2 and FL learners, which is the case of the current investigation.

As a province in second and foreign language learning, pragmatics is always framed within the concept of interlanguage pragmatics (ILP), representing an equal status with interlanguage phonology, interlanguage lexicon, and interlanguage grammar (Kasper & Rose, 2002). ILP however, evokes a rather higher level of complexity as it stands between two tremendously different interdisciplinary disciplines.

In the first discipline, ILP is viewed as a branch of second and foreign language acquisition research, encompassing two substitutes under its inclusive field of research, usually, referred to as the study of the target language use, and the study of the target language learning. As to the study of TL use, ILP is meant to investigate how non-native speakers (NNSs) understand and produce utterances in the target language. As to the study of TL learning, however, ILP is concerned with understanding the way L2 and FL learners develop their ability to appropriately do things with words in the target language, I,E their ability to intelligibly comprehend and generate actions in the TL (Kasper & Rose, 2002). In the second discipline, as a subdivision of pragmatics, ILP is depicted

in sociolinguistics, psycholinguistics, or mainly general linguistics, with reference to the angle from which pragmatics is approached (Kasper & Blum-Kulka, 1993 in Kasper & Rose, 2002).

As discussed in Kasper & Rose's (2002) belief, interlanguage pragmatics has received various interpretations, some of which are considered narrow, while the others are qualified to be broader. In a narrow perspective, ILP according to Kasper and Blum-Kulka, (1993) can be referred to the study of how non-native speakers use and acquire the target language behavioural linguistic patterns. Differently put, ILP in this sense, refers to the study of the emergence of the intercultural trends from the language exchange, focusing more on the reasons that trigger this appealing change, and testing its usefulness in communication. In view of that, the majority of studies in interlanguage pragmatics are interested in its narrow perspective.

In a prevailing conception offered by Kasper and Blum-Kulka (1993), and then approved by most ILP researchers, interlanguage pragmatics, as discussed in the remainder of this chapter, refers to the study of non-native speakers' acquisition as well as understanding and construction of the TL linguistic behaviours (in Kasper & Rose, 2002). More precisely, as inspired from Austin (1962) earlier insight, ILP is typically preoccupied with the investigation of how to properly do things with words in the second and foreign language. As to the interlanguage pragmatic competence, which evokes the ultimate aim in pragmatics research, is portrayed according to Rose and Kasper (2002) as the non-native speaker's second, or foreign language knowledge along with the ability to properly use this pragmatic system in any given context. Such view of interlanguage pragmatic competence is meticulously adopted by the current investigation as a working definition along its overall procedures for it is principally concerned with the scrutiny of EFL students' pragmatic competence development.

Since the interlanguage pragmatics notion was ever brought to second and foreign language teaching, it has long been considered as a prevalent trend in language classrooms, particularly with the notionally functionally -based syllabus (Cohen & Olshtain, 1981). Henceforth, more rigorous studies have been devoted to the investigation of the status of interlanguage pragmatic competence

in the language classrooms where the main concern can be referred to the issue of parallelism in developing the grammatical competence and the pragmatic competence. In view of that, the research at hand came across two extremely distinct opinions as a result of these studies.

In the first view, Yamashita (1996); and Roever (2005) reported that L2 and FL learners with high language proficiency level perform better on pragmatic competence tests than their counterparts with low language proficiency level. In the other view, however, Takahashi & Beebe (1987); and Bardovi-Harlig & Doernyei, (1998) proved that there is a gap between L2 and FL learners' grammatical competence development and pragmatic competence development. As a result of the aforementioned views, two opposed claims have been made regarding the relationship between the grammatical competence and the pragmatic competence development in learning the second and foreign language, raising an intricate issue, to which a thorough discussion is presented in the succeeding section:

2.1.3.1. Grammatical Competence vs. Pragmatic Competence

In light of the studies that investigated how learners acquire grammar and pragmatics in L2 and FL language education, two distinct assumptions have been made about the relationship between the development of grammatical and pragmatic competence.

4.1.4.2.1 The Grammar then Pragmatics Assumption

The first assumption, as explained by Kasper and Rose (2002), is based on the premise that non-native speakers can not learn pragmatics without the grammar of the second and the foreign language to be able to use it for communication. This is always referred to as the Grammar then Pragmatics assumption, which tends to deny that L2 and FL learners have already developed a certain level of pragmatic competence in their native language, and thus it is easy for them to transfer this competence from their L1 to the L2/ FL. This assumption following Blum-Kulka and Olshtain (1984), further neglects the so-called universal pragmatic competence through which L2 and FL learners are aware of the principles and practices of communicative behaviours, including turn taking, conversational implicature, and politeness strategies as well as being able to distinguish acts of speaking and writing. In view of that, the non-native speakers are conscious of the

sociopragmatic variations that enable them to make linguistic choices, taking into consideration how discourse can affect social relations and identity construction through the basis of universal pragmatic competence.

On the steps of Kasper & Rose (2002), the need for a grammatical platform in the target language to develop interlanguage pragmatic competence is believed to be exhibited in three modes: First, L2/FL learners are unable to make use of pragmalinguistic forms in expressing or adapting illocutionary force, nevertheless they display certain level of the grammatical structure's knowledge. Second, L2/FL learners can express pragmalinguistic behaviours, which are considered unconventional in the TL, despite the fact that they exhibit a certain level of the structural knowledge. Third, L2/FL learners are able to appropriately choose the pragmalinguistic form, which is functionally framed within the sociopragmatic use of the target language depending on their knowledge of the grammatical structure and its pragmalinguistic functions (Kasper & Rose, 2002).

4.1.4.2.1 The Pragmatics in spite of Grammar Assumption

The second assumption is based on the premise that non-native speakers are able to develop pragmatic competence without the TL grammatical knowledge. This is constantly known as the Pragmatics in spite of Grammar assumption, which argues that the development of pragmatic competence is independent from grammatical competence. This view is believed to be adopted by various researchers in the field of interlanguage pragmatics, including Bardovi-Harlig and Dörnyei (1998) who reject the Grammar then Pragmatics claim, stating that the grammatical knowledge is not a necessary precondition to develop pragmatic competence, indicating L2 learners with an advanced level of the TL grammatical competence but exhibiting no acceptable TL pragmatic competence. This view assumes that if the learners are not well-equipped with a grammatical basis in L2 and FL to construct a linguistic behaviour in the TL, they eventually resort to the pragmatic means, postulating then that grammar is preceded by pragmatics.

Regardless of the opposing nature of these two different assumptions, they can be interwoven if integrated under a single developmental standpoint where L2/FL learners, even with

a restricted command of the TL grammar, can understand and produce linguistic behaviours, depending on universal pragmatics and L1 pragmatic transfer (Blum-Kulka & Olshtain, 1984). Relying on the interlanguage development stages, L2/FL learners start distinguishing between the primary functions of the TL grammatical forms and their secondary meanings, so the learning tasks order deviates, and form precedes function. Both contradictory assumptions bring about solid arguments to take into account, claiming that the interlanguage pragmatic competence development must attain the main focus in L2/FL instruction since early stages.

2.1.4.Substantial Concepts related to Research in Pragmatics

2.1.4.1. Speech Acts

As pragmatics is roughly conceptualised as the study of language use, there are many axes upon which it has been approached. The cornerstone of pragmatics is undeniably the speech act theory, which was coined by the language philosopher Austin (1962). This notion has revolutionised the understanding of communication, claiming that language conveys locutionary force through saying something (the literal meaning); the illocutionary force through doing something with an utterance (the social function); and the perlocutionary force, performed by uttering something(the intended effect) (Austin, 1962). This implies that speech acts can be performed both directly and indirectly (Searle, 1969; Levinson, 1983). in this respect, as utterances carry primary and secondary aspects of meaning, speakers can mean more than what is really said (Searle, 1969).

The main focus of speech act theory, according to Van Compernelle(2014), is on how people do actions through language. As an illustration, a common research interest is concerned with the speech act realisation, including requests and apologies, and how these actions are accomplished. That is, the language choices and their effects tend to be governed by various societal communicative restrictions. This is qualified as the most attractive concept in pragmatic research, not only thanks to the predominating work of speech act theory, but also because speech acts still carry social implications with some distinct points of contrast and contact between cultures and

languages (Blum-Kulka, House, & Kasper, 1989). It is never surprising to find a vigorous FL research in pragmatics using speech acts to investigate various pragmatic aspects, (Blum- Kulka, House, & Kasper, 1989) which is the very case of the current investigation as it depends on the speech act of request and apology in portraying the EFL pragmatic competence level. Amongst the various types of speech acts, request and apology are set to be the most studied acts, which is the case of the present investigation because, following Searle's (1969) illocutionary acts' categorisation, requests and apologies are qualified as directive and expressive speech acts.

2.1.4.1.1 The Speech Act of Request

The Speech Act of Request is defined as “an attempt to get hearer to do an act which speaker wants hearer to do, and which it is not obvious that hearer will do in the normal course of events or of hearer's own accord” (Searle, 1969: 66). Request, in the view of Brown & Levinson (1987), is deemed as a Face Threatening Act (FTA) for it limits the addressee's freedom, and thus the addresser is compelled to mind the cultural and situational variations in order to protect the hearer's face. In similar vein, Leech (2014) claimed that realising a request urges the speaker to have a sense of pragmalinguistic knowledge in order to opt for the most relevant linguistic forms, and a sense sociopragmatic awareness in order to respect the contextual and social variations in communication.

Requests can be elicited based on different linguistic structures: declaratives, interrogatives, and imperatives, which is split into direct and indirect following Austin's (1962) speech act theory. Direct strategies, as such, carries only one meaning or illocutionary force, while indirect strategies incorporate more than one meaning (Austin, 1962). The request strategies based on earlier research, primarily on that of Austin (1962) and Searle (1969), and reviewed by Brown and Levinson (1987), were classified by Blum-Kulka and Olshtain (1984); Blum-Kulka et al. (1989). It should be noted that

2.1.4.1.2 The speech Act of Apology

The speech act of apology evokes the speaker's attempt to restore the previously violated action that affected the addressee's face (Brown & Levinson, 1978; Blum-Kulka and Olshtain, 1984). Apologising is qualified to be a post- event as it points out to the formerly occurring action,

which compels the speaker to acknowledge the violated act, admitting that he/she was involved in its course (Blum-Kulka, House, and Kasper, 1989). An apology is therefore set to be a remedial action that offers a support to the addressee at cost to the speaker (Leech, 2014). Following Brown and Levinson's Politeness principles, apologies are considered as face-saving for the addressee and face-threatening for the speaker.

2.1.4.2. *Politeness strategies*

In any culture, politeness is believed to be that standardised notion, referring to the conventionally acknowledged action as a polite social behaviour. Brown and Levinson's (1987) theory of politeness is based on the premise that many speech acts are principally face threatening in that they do not support the face of the hearer and/or of the speaker. The importance of politeness as a pragmatic construct gave birth to vigorous research that tried to practically examine the different and shared aspects across cultures.

4.1.4.2.1 Frameworks for Politeness

Notwithstanding the abstract nature of such concept, politeness has triggered a myriad of empirical studies in the field of pragmatics. Depending on practical evidences, politeness was adopted in a huge number of studies around the world as a standardised pattern in analysing different politeness issues. The main frameworks that brought light to this concept, including Lakoff's (1974) set of rules, Leech's (1983) set of conversational maxims, and Brown and Levinson's (1987) face-saving strategies, were used to investigate the universality issues of politeness strategies, and positive and negative face.

Lakoff's Set of Rules as a politeness framework, according to Lakoff & Johnson (1980), is believed to split pragmatic competence into two general sets of rules. The first set of rules, be clear, is principally grounded in the Gricean conversational maxims of quality, quantity, relevance, and manner. The second set of rules, be polite, is meant to be at the heart of Lakoff's own perception of being polite, including avoiding imposing, giving options, and making the addressee feels comfortable.

Leech's (1983) set of conversational maxims, as a pragmatic notion, are assumed to be the leading factors of politeness principle (PP), which was then implemented in various studies as a relevant practical framework to examine the issue of politeness across different cultures. Leech's politeness principle, which is qualified as a universal framework for research in pragmatics, is merely composed of a set of conversational maxims: tact, generosity, approbation, modesty, agreement, and sympathy.

Brown and Levinson's (1987) face-saving strategies as a pragmatic construct, is believed to be a constituting rudiment to preserve social relationships for it is a useful tool that helps in reducing misunderstanding and conflicts between social members. In communicating one's intention, the language user, following Brown and Levinson (1987), is expected to achieve his/her goal and maintain good social relationships taking into consideration the two universal factors: rationality and face.

First, rationality refers to the speaker's ability to make a balance between the means and the ends by choosing the most appropriate means to reach the end. Second, face denotes the addressee's public self-image. According to them, politeness evokes displaying an extensive consideration of the addressee's self-image, which involves both types of face: the positive face, referring to the people's want that their desires would be respected from the others, and the negative face, referring to the people's want that their actions would not be impeded by the others. In this respect, any speaker is required to choose one of the available options: avoiding the FTA, performing the FTA off record, performing the FTA with redress to the addressee, and performing the FTA boldly on record.

2.1.4.2.2 . Brown and Levinson's Model of Politeness

Avoiding the FTA, the most polite and face-saving option, is a choice that a speaker might opt for when expecting a serious risk of face loss either of the speaker or the hearer. The speaker may get his/her intention differently communicated, depending on alternative means instead of linguistic behaviours, including facial expressions and gestures, such as looking for a pen in one's bag to express request.

Performing the FTA off record, opting for the least possible face-threat by means of implicatures, the speaker may thoughtfully communicate his/her face-threatening intention with the most indirect possible expression, providing much freedom for the addressee to receive and react to his/her grasp his intention.

Performing the FTA with redressive action, stressing the negative face, the speaker may soften the face-threat by avoiding any potential imposition on the addressee's want that his /her actions would not be impeded. Redress with negative face, as such, may be achieved depending on the conventionally indirect strategies.

Performing the FTA with redressive action, Positive politeness (with redressive action, stressing the positive face, the speaker may perform the FTA through displaying respect to the positive self-image the addressee portrays for him/her in order to attend to his/her positive face. Redress with positive face, in view of that, may take place when socialising and looking for new friendships.

Performing the FTA baldly on record, the most impolite strategy with no redressive action, the speaker is expected to go baldly on record when performing the act with direct expression, taking no concern for the addressee's face.

Following Brown and Levinson(1987), the choice from these strategies that hierarchically moves from the most implicit to the most explicit, is identified through evaluating the three main variables: the distance between the interlocutors, the relative power of one over another, and the degree of imposition.

Social distance represents the increase of the politeness level depending on the degree of unfamiliarity between interlocutors.

Power denotes the augmentation of the politeness level depending on the degree of power difference of the speaker with reference to the addressee.

Imposition depicts the intensification of the politeness level, depending on the degree of imposition to soften the act of forcing the addressee to do something.

The most outstanding studies in the field of FL and L2 pragmatics were carried out following Brown and Levinson's framework of politeness strategies in the speech act realisation. In view of that, the notion of pragmatic competence is often restricted to the speech act paradigm as it gives access to all the aspects of language use, and mainly the politeness strategies. Among the predominantly everlasting exhaustive research on pragmatics, the studies of Blum-Kulka and Olshtain (1984); Blum-Kulka, House, and Kasper (1989), which were carried out on requests and apologies realisation (CCSARP). In both studies, they adopted different discourse completion tests to measure intra/inter-pragmatic competence across seven languages of native and non-native university students. Their findings revealed parametric variations in realising the given speech acts on the basis of three variables: intra-cultural variations, cross-cultural variations, and individual variations. Such parametric variations of requests and apologies realisation, which were at first inspired from Brown and Levinson's model of politeness, are deemed as a useful tool in eliciting interlanguage pragmatic competence which is the case of the current investigation. Yet, what is more important is to find out a successful instructional methodology for pragmatic competence development, which is contemplated to be at the heart of the Vygotskian sociocultural theory, and this is the main focus of the following section.

2.2. Theoretical Foundations of Dynamic Assessment

2.2.1. Sociocultural theory as a Basis of Dynamic Assessment

The purpose of this section is to construct a theoretical and a methodological framework for dynamic assessment that is grounded in the Vygotskian sociocultural theory of mind (Lantolf & Thorne, 2006). According to Poehner (2008), in 1920s 1930s, Vygotsky and his colleague (Luria and Leontiev) developed a theory of mind, which is recently known as the sociocultural theory. Although this theory has been interpreted and recognised by so many researchers, it failed to be used in practice due to the domination of the educational Soviet policy at that time. Now, it might seem quite bizarre that an archived theory of the ancient age is likely to fit to the recent educational needs. In fact, the recurring educational systems seem to be a copied version of the Soviet

educational requirements in which this theory has emerged trying to understand how human development occurs, that is the main aim of nowadays education.

Vygotsky was occupied with understanding the problems deterring the human mind development, and thus tried to find effective solutions from the child's own environment, which led him to earn an over lasting recognition all over the world. In effect, the success of his ideas should be attributed to his extensive intellectual background including literature, philosophy, law, and medicine. Yet, he was mostly inspired by the Marxist philosophy, which mainly focuses on labour activities and tool use. Vygotsky was firmly influenced by the Marxist thoughts that the human psychological and cognitive development is affected by the socially mediated interaction (Leontiev, 1981) in (Poehner, 2008).

On the steps of Poehner (2008) and Van Compernelle (2014), the Vygotskian SCT theory tries to bring light to the process of human development given the importance of social relationships and cultural norms in converting innate abilities into distinctively intellectual human actions. Following the SCT perspectives then, the sociocultural field, including the social relationships and the cultural norms, does not only reflect the factors triggering the human mind processes, but rather it is the driving force of any intellectual development (Van Compernelle, 2012). Extrapolating the SCT perspectives to foreign language education, this psychology of human development requires practitioners to be involved in such instruction where the human development is driven by instruction, and not predetermined by the innate developmental progression. This is at the heart of the Vygotskian claim about the best instruction ever which must be "ahead of development" (Vygotsky, 1978: 89).

2.2.1.1. An Overview of the Sociocultural Theory

As Poehner (2008) and Van Compernelle (2014) believe, the sociocultural theory is based on the premise that any human activity is best defined through its surrounding cultural context, which evokes the language and other symbol systems as well as the culturally constructed artifacts. Such cultural variation in any context could only be understood through the exploration of its

historical backgrounds. In this theory, Vygotsky tried to analyse different topics including the psychology of art, language and thought, and learning and development. This theory of the human mind has been developed when psychologists could barely describe a human action. However, Vygotsky's work did not see the light till lately in the 50s of the last century. Since then, the sociocultural theory has caught the attention of different scholars in language pedagogy across many countries, the research of which brought light to Vygotsky's work, providing us with various insightful interpretations to the Vygotskian SCT perspectives Steiner and Mahn (1996 in Poehner, 2008).

Through the examination of the predominant theories in the human psychology, Vygotsky reached a conviction that this theory derives its strength from the social and individual dynamic interdependence. Opposed to the previously most dominating theories that used to consider knowledge construction as either internal or external processes, Vygotsky (1978) considers knowledge building, usually referred to as human mind development, as a matter of converting socially shared activities to individually internalised processes. In this concern, knowledge construction can be explained via three main rudiments, highlighted by Wertsch (1991) Steiner and Mahn (1996): firstly, the individual development, including higher mental functioning, is originated in the shared social sources; secondly, the human action, on both the social and individual facets, is mediated by the socially constructed artifacts; thirdly, the previously mentioned prerequisites of the human mind development are best examined through genetic or developmental analysis (sited in Poehner, 2008).

Although the sociocultural theory seems to be closely similar to the social constructivist perspectives, Vygotsky draws the uniqueness of his own theory on the basis of its dialectical nature derived from his empirical studies (Williams & Burden, 1997). Unlike Aristotle reasoning, which considers the mind and matter relationship as constant, Vygotsky believes that such relationship is subject to developmental processes (Leontiev, 1981 in Poehner, 2008). The meaning of dialecticology in the SCT theory, often referred to as the developmental theory, is best depicted in linking all

contradictions in a dialectic harmony, considering the human mind and the social world interaction as contradictory dichotomous (Falmagne, 1995 in Poehner, 2008).

The sociocultural theory in this sense, considers knowledge building as a matter of social and individual interdependence, mainly based on three principles that are: the social sources of human development, semiotic (signs and symbols, including language) mediation in human development, and genetic developmental analysis. On the steps of the Vygotskian SCT approach, with language and culture constituting its basic tenets, a perfect much could be expended to the language classroom (Lantolf & Thorne, 2006). Lately, there has been an increasing research body regarding this theory where so many scholars have proved its flexibility and applications inside the classroom (Williams & Burden, 1997).

2.2.1.1.1 Social sources of development

according to Vygotsky's (1978) law of genetic development, human development can take place only when children are being scaffolded by their caregivers through two different progressive stages. As a starting point, on the stage of inter psychological perspectives, the child fully depends on the social world where he/she lives to acquire new concepts or to solve problems. On the stage of intra psychological perspectives then, the child would be able to rely on him/herself in learning new concepts and solving more intricate problems. The transformational process of knowledge that occurs in the social world according to Williams & Burden (1997); Lantolf and Thorne (2006); Poehner (2008) is rather similar to what is expected to happen in the classroom setting. In such extrapolation, as a first move, learners ought to depend on more experienced peers, be it the teacher or a more knowledgeable classmate to reach a higher level of cognition. Afterward, they gradually would be able to work on their own, and thus willingly participate in the classroom conversation. As long as language acquisition is concerned, social sources of development are referred to the processes of cultural transmission, construction, transaction, and transformation in and outside the classroom.

2.2.1.1.2 Semiotics

According to Vygotsky, Semiotics is the basic prerequisite that connects the social world with the individual world, including all kinds of signs, symbols agreed upon to be used as a means of communication. semiotic mediation of the physical or psychological external tools, as such, is considered as a bridge for knowledge sharing among individuals, and thus knowledge construction would never take place without the use of semiotic mediation (Cole, 1996). Here, such semiotic mediation including diagrams, maps, and objects according to Leontiev (1981) as cited in Poehner (2008), should be appropriate to the child learning context. For instance, when teaching a child certain concept, different representative descriptions are compelled to break up such concepts into concrete intelligible elements that could be easily appreciated by the child.

2.2.1.1.3 Genetic Analysis

Genetic Analysis by definition, is referred to the “very process by which higher forms are established” (Vygotsky, 1978:64), and this includes all the historical changes that every human faces from birth to death. In view of that, history has a great impact in the human development as any historical change conditionally affects the interaction with the social context (Cole, 1996). That is, there is no standardised pattern that can abundantly describe the dynamic relationship between the social world and the individual world. In this case, every individual has his/her own psychological system that could be interpreted through his/her historical repertoire of actions (Poehner, 2008). All things considered, the Genetic Analysis along with the previously discussed requisites of the SCT perspectives, that is the Social sources of development and semiotics, help us best understand the Vygotskian developmental theory.

2.2.1.2. *Vygotsky’s sociocultural methodological approach*

The Vygotskian SCT components discussed earlier provide us with a clear insight of the internalisation process, which uncovers the meticulous difference between the sociocultural theory and the other social theories. This approach, as assumed by Vygotsky (1978) and lately explained by Williams and Burden (1997) could be understood in two levels: the theoretical level and the psychological level. Firstly, the psychological level requires a relevant research method to this

approach to properly picture the entire developmental process focusing on the intellectual and behavioural development across various levels. In order to reach a better understanding of the human development, the researcher should first record the participant's behaviours in order to be able to mediate these behaviours through new means, strategies, and moves. In this type of mediated learning experience, the individual is expected to receive the appropriate intervention on the basis of his/her need and ability of improvement. The psychological approach of the developmental processes is not always limited to the experimental method, it is rather useful with the explanatory qualitative methods, which are reported to have fruitful results. It should be noted that both the theoretical and the methodological approaches were successfully used to understand the internalisation concept. Yet, the theoretical method has been subject to criticism from sociocultural researchers regarding how concepts are internalised (Poehner, 2008).

2.2.1.2.1 The Vygotskian Concept of Internalisation

The concept of internalisation, as Poehner (2008) explained, is at the heart of the sociocultural theory, representing the most prevailing rudiment that differentiates the SCT theory from the other perspectives, especially the constructivist view. The social constructivist scholars (Cobb, Yackel, 1993) as cited in (Poehner 2008), have criticised the Vygotskian SCT frame in the view that individuals learn only through transmission from a generation to another. They questioned the status of the teacher and the learners, whether they are embedded or included in social practices, misconstruing the knowledge transformation under the internalisation process. In fact, this concept is rather complicated as it progressively involves the transmission, transformation, and synthesis processes in the construction of knowledge (Lantolf & Thorne, 2006).

According to Poehner (2008); Van Compernelle (2014), Internalisation is not a merely transformational process, but rather requires the learners to negotiate and discuss new concepts with their teachers in order to reach a higher level of cognition. Internalisation in classroom practices could be either explicitly or implicitly implemented According to the adopted teaching method and the study subject. Poehner (2008), in this sense has rejected the criticism accredited to the concept of internalisation from Packer, (1993), claiming that it only focuses on the individual process in

knowledge construction, and further arguing that learning is not a matter of mental change but rather a participatory activity, stating that this is at the heart of the Vygotskian internalisation process. Internalisation, following the Vygotskian conceptualisation, encompasses both individual and social processes, involving the negotiation of meaning to reach the inner individual comprehension and the exterior social understanding in the classroom practices (Lantolf & Thorne, 2006).

Cultural variations

Following Williams and Burden (1997); Lantolf and Thorne (2006); Van Compernelle (2014), the cultural variation is another dimension that is supposed to bifurcate the sociocultural views from other perspectives, especially that of the Piagetian framework, depending on the fact that learning occurs only within the cultural context. This view of cultural variation states that learning is context based rather than the result of universal development (Cole, 2006). That is, learning any new concept, anywhere, from anybody represents a rather unique learning experience. In similar vein, Poehner (2008) believes that though the social constructivist view is famous for the insertion of culture in learning, culture is still considered as external to the learning process. As to the dichotomy of individual constructions and social processes, the sociocultural theory also remains different in such perspectives as it holds both cognitive and social changes of equal importance in the developmental process. Encompassing qualitative and quantitative methods to study the learning process, the sociocultural theory deploys the experimental and the ethnographic methods to understand the very learning process in its natural setting, and to create a similar learning environment to that of the social one.

2.2.1.2.2 Internalisation and the development of psychological tools

According to Vygotsky (1978); Feuerstein, Rand and Rynders (1988), both animals and humans are born with certain biological abilities and needs, yet human's abilities are subject to constant change and development when being mediated with socially constructed artifacts. This intellectual functioning refers to the so-called concept of internalisation, which is a sign sure aspect of the human mind development (Lantolf & Thorne, 2006). In this respect, human beings are supposed to have control over their behaviours and thoughts, following their social and cultural

environment, that is, culture has a great impact on how humans think and behave. The process of internalisation on the steps of Luria's (1979) perspectives, as cited in Poehner (2008), is grounded in the interaction of individuals with the social world, constructing their own psychological world. Another view of internalisation is that of Poehner and Lantolf (2003) who qualify internalisation as the use of different psychological and symbolic tools to mediate the human mind development, rather than directly inserting information into the human mind.

Learning in Collaboration

In Vygotsky's sociocultural theory of mind (1978), learning and development are shaped through the interdependent relationship between language and culture, and thus realised through the collaboration that occurs in the classroom. For a child, the language acquisition means developing the social existence within the given society, and this implies that the social behaviours are internalised along with the language acquisition. This entails that the child's interaction with the social world must be held under the supervision of a caregiver through which the inherited cultural system is transmitted within a particular social environment (Lantolf & Thorne, 2006). In view of that, the learning process occurring inside the classrooms is supposed to be inspired from the language acquisition and knowledge construction outside the school setting. In this regard, starting from the earliest process of literacy acquisition, scientific concepts ought to be theoretically and practically conceptualised exactly as the spontaneous concepts have been corporately internalised in the social life. This implies that the well-structured learning environment and the well-designed learning method of literacy acquisition are likely to produce a cognitively competent individual who can easily express his/her thoughts through writing, and deeply understand others when reading (Vygotsky 1978).

Mediation through physical and symbolic tools

According to Kozulin (2003) as cited in Poehner (2008), the physical, symbolic, and psychological tools have been brought to light as a powerful pedagogical practice that is likely to frame Vygotsky's thought about the individual functioning and development on the basis of his/her

social and cultural sources. Such conceptualisation could be attributed to Vygotsky's idea of equivalent physical and psychological connection between the individual and his/her environment. As to the importance of using different tools in mediating the human growth, Vygotsky insisted on the use of symbolic tools to help the learner understand and appropriate abstract matter.

2.2.2.Theory in Action: learning in the zone of proximal development

Among the various Vygotskian concepts developed in the psychology of education domain, the ZPD concept, which has triggered a growing body of research, and thus received a large number of interpretations from different researchers in the field. The different interpretations of this construct attempted to bring light to the little survived scanned copies of Vygotsky's writing in Russian and in English (Lantolf & Poehner (2004) . Among all the discerning explanation provided in Vygotsky's work regarding the ZPD concept, the most insightful and over cited definition is: "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: 86. This explanation highlights the essential aspect of the ZPD. That is, the ZPD is believed to reflect the hidden or still in progress abilities which are not yet under the child's control.

Although the ZPD concept is perceived as a metaphor that reframes the learning situation, Chaiklin (2003), as cited in Poehner (2008), argued that Vygotsky's view of the ZPD was a proposal to explain children's relative closeness to the next level of development under adult's guidance. In similar vein, Williams and Burden (1997); Van Compernelle, (2014) believe that the ZPD concept can be explained by the distance between the individual's actual performance realised without guidance and the potential developmental level determined through assistance.

The ZPD implies performing the so-called development diagnoses, which according to Vygotsky, involves two practical stages: First, identifying the learner's actual level of development that reflects his/her independent problem-solving ability; Second, analysing the proximal level of development that reflects his/her response to the joined problem-solving activity Poehner, M. E.,

(Poehner & Lantolf, 2003). Hence, on the steps of Chaiklin, (2003), the ZPD does not only refer to the development resulting from the assisted learning experience, but rather focuses on the meaningful guidance in helping learners move to a higher level of development. Vygotsky persisted conducting his experiments on children's development as he used to believe that understanding the children's development opens the doors for understanding the human overall development (Poehner & Lantolf, 2003); Poehner, M. E., & Lantolf, J. P., (2003) Poehner, 2008). The different interpretations of Vygotsky's understanding of the ZPD gave birth to the different approaches to dynamic assessment that will be tackled in the succeeding sections.

2.2.2.1. The ZPD as an alternative to IQ testing

On the steps of Vygotsky 1978) and Feuerstein et al. (1988), the ZPD has long been considered as an alternative to IQ testing. It is true that Vygotsky and lately Feuerstein were not absolutely against IQ testing as a prevailing means to group individuals with similar abilities, yet they argued that there are some children with initial high IQ performance who might fail higher level of examination and vice versa, which might be considered as an issue the IQ testing validity. In order to overcome such issue, Vygotsky and his colleagues proposed an alternative way of assessing individuals, that of the ZPD, which implies using hints and mediational strategies during testing to help the learner reaches his/her full potential. For a better understanding of this concern, Vygotsky provided the example of two children with the same mental age involved in a problem-solving activity, harder than their mental age: the first child who performed under adult's guidance, using leading questions and other hints, was able to solve problems designed for twelve years old children, while the other who performed solely could not go beyond problems designed for children of nine years old. In view of that, Vygotsky believed that the ZPD is a more useful tool that can help us understand the human developmental process, which could never be realised depending on IQ testing (Poehner and Lantolf, 2003).

Assessing children using the ZPD model has proved its effectiveness through the fruitful results yielded from the large experimental study with children entering school held by Vygotsky

and his colleagues. The preliminary results helped them to group children in terms of high or low IQ scores and large or small ZPDs. In the ZPD groups, the more responsive children to the teacher's assistance were set to be in the large ZPDs groups, while the children who were less responsive to the teacher's assistance were set to be in the small ZPDs groups. From this experiment, Vygotsky and his colleagues reported that children in the large ZPD groups were more successful than their counterparts in the small ZPD groups. More importantly, the ZPD size was reported to be a better predictor of children future success as compared to IQ testing (Poehner 2008; Poehner and Lantolf, 2003). Although the ZPD has proved to effectively reflect children's future performance, Vygotsky did not totally reject the usefulness of IQ testing, but rather suggested that the IQ testing would be more effective if intertwined with the ZPD technique (Vygotsky, 1986).

2.2.2.2. Dynamic Assessment and the Zone of Proximal Development

According to Poehner and Lantolf (2003); Poehner (2005), Vygotsky's survived texts about the Zone of Proximal Development offer the theoretical and methodological framework of the dynamic assessment approach. In view of that, Williams and Burden (1997); van Compernelle (2014) claimed that the fundamental reason that gave such importance to the ZPD, which is at the heart of Vygotsky's SCT theory of mind, is mediation, where higher forms of cognition are socially and culturally established using physical and symbolic artifacts. Vygotsky's interest in the ZPD is therefore based on his assumption that the IQ testing used to develop the level of only some but not all individuals. Yet, the participants who were subject to development are those with the lowest scores of IQ testing, while participants with higher IQ testing scores tend to maintain their very same level of performance. It can then be argued that such difference in schooling effect was driven by the fact that children with high IQs had already bridged the gap between their actual and potential development before joining school, whereas their classmates with low IQs still need the schooling program to move to their full potentials (Vygotsky, 1998 in Van Compernelle, 2014). For that reason, the main purpose of education must be intensified to develop the human cognition of all individual to the best of their abilities.

Following Vygotsky's thinking about the ZPD, it seems obvious that it is never sufficient to identify the learners' intrapsychological ability, the interpsychological ability of the learner must also be taken into consideration. Put it differently, recording the learner's actual level of development mirrors only one side of the picture; the whole picture is best depicted through the prediction of his-her future performance (Poehner and Lantolf, 2003; Haywood and Lidz, 2007).

As Vygotsky (1986) pointed out, learning only occurs within the zone of proximal development. This notion as discussed by Kozulin & Garb, 2002, can typically explain the method of dynamic assessment, which means that learners can develop when they are involved in meaningful activities under the supervision of more experienced adults. Another description provided by Kozulin (2003) as cited in Poehner (2008), splits ZPD into three managerial steps: Firstly, it grant attention to the learners' psychological functioning development. Moreover, it focuses on the distinction between individual and mediated performance in both assessment and instruction. Furthermore, it differentiates between the directly instructed concepts by the teachers and those indirectly acquired by the learners. Vygotsky (1978); Feuerstein et al. (1988) in this concern, postulated that the individuals learn only under the adults' supervision, and this is usually acknowledged as the scaffolding educational system, which is extrapolated from all the past learning experiences, exactly similar to the acquisition process of walking for instance.

2.2.2.3. Dynamic Assessment as an Alternative to IQ Testing

Following Poehner and Lantolf (2005), the dynamic assessment approach was first emerged as a means to realise the concept of the zone of proximal development introduced in Vygotsky's SCT theory of mind. It seems obvious that dynamic assessment was mainly inspired by the key attribute of the ZPD concept, which is meant to determine both the learners' psychological and cognitive development accomplished through the assisted learning experience. In the DA approach, the teacher's role to reach this level is to offer mediations, extending from prompts and hints and depending on either predesigned or spontaneous questions and strategies. On the basis of such type

of the mediated instruction, the so-called mediator would not only be able to diagnose learners' current level of performance, but also to expect their solo potential future abilities.

The ZPD in this sense provides a rather useful pedagogical tool in the dynamic classroom context. Thus, a Successful teaching procedures under the DA-based instruction is meant to help the learner move to his/her zone of proximal development where the teaching process involves a dynamic negotiation between the learners and the teacher. Based on this dynamic negotiation, the learners will be more motivated to learn, and therefore move forward to a more advanced psychological and cognitive level. If the learners fail to understand certain elements at any level, the teacher should step back to previous instruction, and try-out different strategies that best fit their current cognitive level (Williams & Burden, 1997; Poehner, 2008).

As meticulously explained, DA is grounded in Vygotsky's ZPD concept, always qualified as the difference between the individual solo performance and the possible performance under adults' guidance and with the help of culturally social artifacts. Therefore, following Van Compernelle (2014); Kozulin and Garb (2002)., the ZPD involves those competencies that are still in the course of development, but cannot yet see the light in solo performance. In the DA approach, learners are being scaffolded in their tentative attempt of problem-solving activities to help them work beyond their mature abilities (Lidz (1996, and thus accelerate their constant human mind development. All things considered, DA is an approach to integrating instruction and assessment in a single activity; it depends on both psychological assistance and sociocultural means in order to help learners move to a higher level of cognition.

As postulated by Williams and Burden (1997); Poehner (2008), different theories back in the time used to perceive learning and development as to separate entities, the first internal and the second external process, whereas Vygotsky believed that learning and development are unified in one interdependent process. Thus, he criticised the Piagetian view of maturation as the precondition of learning rather than its result. He further claimed that the learning process tends to activate different developmental processes within the human mind as he/she interacts with his/her peers in

the social life environment., Van Compernelle (2014) also argued that learning in this sense does not mean the mere development, but it rather refers to the process that triggers both psychological and cognitive development. So, learning which is participatory in nature is reasonably expected to result in upgrading human development. Such assumption about learning and development is believed to call for the emergence of the dynamic assessment approach in education, which according to different sociocultural researchers is the process of participatory learning practices. This new concept to education implies that learning occurs in a divergent environment including learners with different expertise and knowledge backgrounds where the role of the teachers and the learners is reciprocal in knowledge sharing.

2.2.3.The Dynamic assessment approach to language teaching

Even though dynamic assessment is qualified as a trendy method of nowadays use in language pedagogy, it was initially applied by Vygotsky in Russia with children with several types of learning disabilities. The dynamic assessment, as a term was not in fact coined by Vygotsky himself, but rather presented by his colleague Luria in 1961 after his death as cited in Kozulin and Garb (2002).

It is never surprising for researchers, Practitioners, teachers, and learners that assessment evokes the most challenging issue in both teaching and learning. Yet, a growing body of research, including the work of Brown (2004), has been done in the field of assessment to progressively reflect on the reasons behind the traditional failing methods of testing and the objectives set for each method. Traditionally speaking, and beyond dynamic assessment, which rather seems to be a method of teaching, assessment [static testing] has long been considered as information gathering activity. This view that detaches assessment from instruction, according to Poehner (2008), could be attributed to the ancient educational systems which used to impose predesigned tests on both teachers and learners. Such distinction between assessment and instruction could also be accredited to teachers' lack of awareness regarding assessment perspectives and objectives (Williams & Burden, 1997).

The current study, concerned with dynamic assessment as a method of teaching, is meant to understand the relationship between assessment and instruction from both theoretical and practical perspectives. Different modern methods of assessment that have been qualified as effective, still distinguish between assessment and instruction. Yet, the first attempt to revisit the relationship between assessment and instruction, on the steps of Brown (2004) ; Poehner (2008), has to do with the negative impact [Wash back] of the national standardised static exams on the test takers. Since then, teachers were offered more liberty to use assessment practices on the basis of their instruction, which was later on known as curricular- based assessment approach. Moreover, another approach that tried to bring assessment and instruction together was determined by the idea of setting goals and including assessment practices within instruction.

Later on, different approaches have emerged trying to bring about authenticity in the classroom where the teachers should select various tasks to assess the learners ongoing improvement, often known as the task-based learning approach (TBL) (Brown, 2001,2004). Although this approach is considered as the first move towards the integration of assessment and instruction, Poehner (2008) argued that both entities still remain distinct from one another as they only focus on the sequential integration of activities, and the teacher still cannot mediate the assessment activities. The final perspective that fairly bridges the gap between assessment and instruction, according to him, is believed to be formative assessment. Opposed to static assessment, formative assessment is an ongoing process where teachers gradually evaluate the learner's progress and provide them with constant feedback, but dynamic assessment, opposed to both static assessment and IQ testing, is meant to take the challenge by unifying both instruction and assessment in one single activity, taking into consideration the learner's psychological and cognitive development. such method of teaching has been approached from psychology and recently applied to language teaching, and then has attracted different teachers and practitioners with different interests and backgrounds as it promises them to overcome all the frustrations experienced during static tests and exams. Although the scope of this unification is adopted by the

dynamic assessment approach modern practices, it is dated back to Vygotsky's ancient writings about the ZPD concept (Poehner & Lantolf 2005).

2.2.3.1. Definition and conceptualisation of dynamic assessment

Perhaps, the most cited definition of dynamic assessment is offered by Williams and Burden (1997) who believe that DA is a procedure in which "assessment and learning are seen as inextricably linked and not separate" (p. 42). In similar vein, Lidz and Gindis (2003) describe DA as an "approach to understanding individual differences and their implications for instruction that embeds intervention within the assessment procedure" (p. 99 in Poehner, 2008). Another definition worth mentioning is proposed by Haywood and Lidz (2007) who maintain that dynamic assessment is "an interactive approach to conducting assessments that focuses on the ability of the learner to respond to intervention" (p. 1).

The dynamic assessment notion is frequently associated with a particular procedure of testing, but more precisely, it involves a rather different way of thinking about assessment and teaching. In light of this, dynamic assessment implies embedding assessment within the instruction procedures with the aim of helping the learners to reach a higher psychological and cognitive level of development through the mediated learning experience. The technique of dynamic assessment, in this concern, can be considered as an alternative method of assessment to classic intelligence tests in general, as well as an alternative to classroom based static assessment in specific. In the remainder of this thesis, the term dynamic assessment is meticulously appropriated as a substitute to both standardised intelligence tests and traditional static pencil-paper tests.

2.2.3.2. Dynamic assessment of dynamic abilities

According to Vygotsky (1978); Feuerstein et al. (1988), the human cognitive abilities are not stable, but rather evolving, and this implies that they should not be statistically measured. These cognitive abilities therefore evoke the individual's historical repertoire of his/her social interaction with the external world, and thus could be developed through participating in mediated problem-solving activities under the guidance of more advanced peers. In this regard, persons with biological

impairment are in fact socially and culturally neglected as they have received no to little mediated learning experiences that help them cope with the challenging tasks (Lidz,1996; Feuerstein et al.,1988).

Following Vygotsky's reasoning about the unstable cognitive abilities, Feuerstein claimed that the cognitive functioning is nor an innate neither a fixed ability, and thus proposed the notion of modifiability of the human cognition, stressing the way an individual cognitive ability might be gradually modified to a higher level of functioning. since then, the concept of cognitive modifiability arouses the underpinning of the notion of dynamic assessment. In Feuerstein's et al (1988) perspective of the dynamic assessment process, opposed to the standardized IQ testing, intelligence is meant to be dynamic and modifiable as it might be stimulated by internally psychological and externally social factors. In light of Feuerstein's modifiability henceforth, Williams and Burden (1997) postulated that the dynamic assessment approach is believed to be against any kind of labelling and ranking of the learners' levels in a static manner.

2.2.3.3. Inspecting the future through intervention

As suggested by Feuerstein et al. (1988), and then maintained by Williams and Burden (1997); Valsiner (2001), the individual performance under adults' guidance is a promising fact about his/her unaccompanied future performance. Such future, in view of Feuerstein's modifiability, could be conceptualised within three main perspectives. The first view, adopted by the innatism theory of mind undervalues the importance of the future, believing that human abilities are subject to maturation rather than development. The second view, as labelled "past- to- present understanding of the future" considers the future development as a predictive scenario since the individual past-present repertoire is likely to portray the future abilities. The Piagetian theory of cognitive development provides a good illustration of this view as it sees the future development as an extension of the individual past- present experiences. The third view, known as the present- to - future model, differently conceptualises the future development, which could not be predicted depending only on the past experiences. Instead, it predicts the future development, taking into

account the mediated learning experience. Feuerstein's perspective serves as an excellent extrapolation of Vygotsky's perception about inspecting the future.

In the dynamic assessment procedures, the prediction of the future has nothing to do with the learner's unaccompanied performance it rather considers the learners responses to the teachers mediation as a good sign of the Future's solo performance (Poehner,2008;Poehner & Lantolf, 2003; Van Compernelle,2014). The human mind development then has no limits thanks to its abilities that are always in constant change (Feuerstein et al., 1988). This could be better understood with reference to Lidz (1991) and Brown's (2001) assumptions stating that traditional forms of assessment are mainly interested in the learner's actual independent performance, with a particular focus on the learners' weak points. dynamic assessment, however, pays attention to the strong points that could be developed out of the learners participation in mediated learning experiences (Lantolf and Poehner,2004).

The firm inseparability between instruction and assessment in the dynamic assessment procedures following the view of Williams and Burden (1997), makes it rather challenging for both researchers and practitioners. The main aim of the DA approach, as such, is to assist the learner's cognitive and psychological development through the teacher's intervention whose role has been redefined following the SCT perspectives where the learners can move to higher psychological and cognitive state only within the mediated learning experience. According to Vygotsky's followers, the intervention and the assistance of the examiner is fully required during the exam to help the learner accomplish the given task. That is, if a learner is able to accomplish a task under the teacher's guidance, he/she certainly would be able to perform a more difficult task individually in the future Vygotsky (1978).

2.2.3.4. Dynamic assessment as an alternative to static tests

Dynamic assessment in the view of Poehner (2005, 2008), is meant to identify learners' potentials in an ongoing process. It also assists learners in understanding their own problems, and therefore expressing them in a non-threatening environment. The dynamic assessment process is

fully based on classroom interaction, encouraging the examiner to interact with the examinees to help them move to their zone of proximal development.

Although the term dynamic assessment evokes different interpretations as it is rooted in both the sociocultural theory and the cognitive development theory, it is known for its specific and unique qualities. firstly, dynamic assessment grants a great importance to what is recognised as the cognitive development. It always pursues understanding the reasons impeding the learning process. After identifying the problems in learning, dynamic assessment tends to offer solutions through mediation and interaction (Feuerstein et al., 1988; Kozulin & Garb, 2002). Secondly, unlike conventional testing, dynamic assessment is characterised by interaction to assist the learners to reach their full potentials. Because if the learner is able to accomplish a task under the teacher's guidance, he/she would certainly be able to achieve similar results in future tasks by his /her own (Poehner & Lantolf, 2005; Poehner, 2008). Thirdly, Dynamic assessment tries to understand the learners' personality and temper so that it can supply the appropriate conditions for learning, deploying various motivational strategies to encourage learners with different personalities and needs, which used to be neglected in the static forms of testing (Poehner & Lantolf, 2005). All things considered, the dynamic assessment process is fully based on interaction in which the examiner is no longer expected to play the role of the controller of the examinees. He/she is rather expected to be the teacher-mediator who can intervene and help when necessary during the task accomplishment (Williams & Burden, 1997). Here, the quality of learning is measured through the mediation offered by the teacher-examiner. The problem in this kind of interaction is that it is time consuming because the mediator needs to try different ways until the learner is able to perform well (Poehner, 2008).

Through only one static test, it is difficult to differentiate between the learner's current performance and his/her real potentials, and quite impossible to distinguish between different individuals' levels of performance as such static test cannot provide us with enough information about the future performance, which is subject to modifiability under any other conditions. in this

sense, it is important to assess the learners' level across progressive steps of performance with the examiner frequent intervention (Poehner & Lantolf, 2005). The main lacuna in static assessment, following Poehner (), is that it provides the examinees with no hints to guide their performance, and it affords no effort to understand the problem beyond their failure in performing well. Dynamic assessment researchers therefore, have established this method as an alternative to static testing, focusing on the following factors. firstly, the teacher has to identify the learners' abilities in problem solving activities, and equip them with the necessary strategies and principles to solve the problem. Secondly, the teacher should determine in advance when and how to intervene, and to offer the mediation in every problematic situation. third, he/she ought to decide in advance on what principles and strategies to apply in every problematic situation. These principles should be gradually selected according to the task difficulty and to the examinee's preferences in every problematic situation (Lantolf & Poehner, 2004).

2.2.3.5. Dynamic assessment vs. static assessment

As noted above, the toughest issue ever that is seriously affecting learning and development, refers to what is labelled as static testing to which teachers have got used, thinking of it as the only approach that is likely to evaluate the learners' improvement. Static assessment, which according to Lidz, (1996); Poehner & Lantolf (2005), is product-oriented in nature, can only reveal the learners' actual development, putting much focus on the learners' failure, highlighting only their weaknesses in performing any task.

Poehner (2008) confirmed that the most significant distinction between dynamic assessment and static assessment in this sense, refers to the shift from a product to a process-oriented testing. Another important thing to consider is that dynamic assessment differs from static assessment in the types and the aims of the activities done in the classroom. This distinction has numerous implications, not only with regard to the assessment techniques, but also with respect to the types of questions asked and solutions formulated with regard to low cognitive functioning and/or poor academic performance. Poehner (2008) further claimed that dynamic assessment is an interactive

process between the teacher and the learners, whereby mediation is a vital element in this process, focusing mainly on the way of accomplishing the task. In view of that, the dynamic assessment process gives the teachers the opportunity to assess their learners and gradually provide assistance on the basis of their learners' needs. The difference between dynamic assessment and static assessment in terms of the teacher's role is best depicted the following table:

Dynamic	Non-dynamic
Active participants	Passive participants
Examiner participates	Examiner observes
Describe modifiability	Identify deficits
Fluid, responsive	Standardised

Table 1: Compared features of a non-dynamic assessment procedures to the dynamic assessment procedures

2.2.4.Models of dynamic assessment

In his late writings, Vygotsky was convinced that the ZPD is a powerful means to unveil learners' development as he used to focus on the best way to predict learners' performance in the future (Valsiner, 2001). As to the way through which mediation is offered, it should be noted that there are copious methods to approach dynamic assessment in the classroom. Dynamic assessment in the view of Poehner (2008), is believed to be an umbrella term that covers a variety of models, the development of which reflects mainly the divergent explications of the ZPD concept, coined by Vygotsky, and enlightened by Luria (1961) afterward, and thus reach the put forward objectives of language learning.

Poehner & Lantolf (2005) argued that following Vygotsky's reasoning, the ZPD assistance is supposed to take two main forms of practice. In the first form, the mediator is likely to have in advance a predetermined repertoire of assistance that reflects his/her expectations about the learner's performance in the given task. In the second form, however, the mediation is expected to be as an immediate reaction to the learners' encountered difficulties on the basis of the teacher-

learners' interaction. These two different forms of assistance were later on used as the two distinctive approaches to dynamic assessment, commonly known as the interventionist and the interactionist models (Poehner, 2008).

2.2.4.1. Dynamic assessment vs. dynamic testing

Depicting an in-depth but perplexing distinction between assessment and testing, this model, originally presented by (Sternberg and Grigorenko (2002), intends to provide diagnoses for the resulted modifiability of the assisted learning experience. Through this model, the process of mediation and intervention tends to be integrated in the learners' developmental procedures, rather than merely observing and measuring their strength and weaknesses in the unaccompanied performance. Such model in the view of Poehner (2008) is meant to initiate the intervention with a pre-test aiming at identifying the actual zone of development, and therefore triggering the learner's ZPD to move forward depending on different mediational strategies. However, this kind of intervention usually requires a very long time with the teacher-mediator attempting to diagnose the learners' difficulties to accordingly offer interventions. During such extended course of intervention, the teacher's task is to inspect the learner's solo performance in the future on the basis of their reactions to his/her assistance. given the learners' responses to the mediated learning experience, they would be able to move forward, reaching a more advanced cognitive and psychological level. In this regard, the dynamic assessment procedure, with its distinctive objectives is realised only once, whereas the entire process is concerned with intervention and mediation, representing the agent of change (Sternberg and Grigorenko,2002).

The distinction between dynamic assessment and dynamic testing on the steps of Sternberg and Grigorenko (2002) resides in the fact that dynamic assessment is meant to offer intervention to stimulate the individual cognitive and psychological modifiability, while dynamic testing is meant to observe the possibility as well as the way the individual might improve if being given the opportunity. Dynamic assessment, in this sense, intends to trigger the learners to move forward, which means that the type of mediation could not be prefabricated in advance, but rather it instantly

emerges from the dialogic interaction between the examiner and the examinees in the mediated learning experience. Dynamic testing, however, stresses the learners' approval of prearranged list of mediational strategies through which their ability to change could be inspected. In the following section, we will fully discuss the distinction between the two models, often referred to as psychometric and clinical approaches to DA, the former labelled as interventionist and the latter as interactionist.

2.2.4.2. Interventionist vs. Interactionist Approaches to Dynamic Assessment

According to Lantolf and Poehner (2004), Interaction and intervention evoke the two most vital notions ever discussed in the field of dynamic assessment. Grounded in the Vygotskian SCT perspectives, these two concepts stand for two opposed types of mediations, which can be either presented in a form of predetermined hints or an unprompted dialogic interaction between the teacher-mediator and the learners. The discrepancy between the two kinds of interaction, which often bring about different results, was later on known as the interventionist and the interactionist approaches to dynamic assessment (Kozulin & Garb, 2002).

2.2.4.2.1. The Interactionist Approach to DA

As discussed in Lidz (1991), Minick's (1987) interpretation of the Vygotskian ZPD concept is rather different from Budoff's (1987) interpretation, which considers the ZPD as a technique to judge the learners' potentials and/or a tool to measure their improvement since it stands for the means used to get deep into the inner psychological processes that the learner may go through to reach a higher level of cognition, and thus determine the needed type of assistance in realising these potentials. Opposed to the interventionist approach to DA, which is strongly qualified with its orientation toward quantification and psychometric analysis, the interactionist approach is at the heart of Vygotsky's province of the dynamically qualitative assessment of psychological development (Minick 1987 in Lidz, 1991). Following Vygotsky's (1986) view about the ZPD, the individual performance should be interpreted and not measured, which could only be possible via the dialogic interaction with more capable peers.

A vigorous theoretical and empirical research in DA supporting the qualitative approach to Vygotsky's ZPD, including Feuerstein et al. (1988) contended that the traditionally conceptualised view of the examiner-examinee relationship should be revised, approving the teacher-student alliance, aiming altogether at the success of the learner in the given task. They argued that both the examiner and the examinee through such shift would be able to engage in the same task to pursue a shared mission of appropriating new concepts. In their view, instruction should be brought to the front to soften the psychometric measurements impact.

Feuerstein, the most important advocate of the interactionist approach, constructed such orientation on the so-called Mediated Learning Experience (MLE), which typically mirrors Vygotsky's (1978) reasoning of mediation. According to Feuerstein et al. (1988), the MLE could be qualified as the process through which environmental stimuli are mediated with the help of a more experienced pier before being individually processed, whose role is to filter, orient, and adjust those stimuli to be easily grasped. In this concern, Sternberg and Grigorenko (2002) postulate that the mediator's task is not limited to alter the stimuli but rather extended to excite the learner to reach an upper level of curiosity at which more intricate cognitive processes can be established.

Various key rudiments have to be involved in the MLE, including the sense of competence, the ability to self-regulate, and the ability to internalise general learning concepts to manipulate the learning process and not to stick only to what to learn. In this way, the mediator is expected to meticulously filter, plan, then, instruct the culturally determined stimuli to help the learner to easily internalise the cultural practice in which he/she is involved. Such internalisation process happens to be resulted from the individual simulation of the provided practises, I.E. extending what has been internalised to all the recurring actions would enable the learner to expand current competences to future performance (Sternberg and Grigorenko 2002). The components of MLE tend to be presumed in a dynamic procedure often referred to as the Learning Potential Assessment Device (LPAD) that integrate one of the standardised assessment tools in a mix of instruments exclusively developed for the LPAD. In communicating the required assistance for the cognitive

structure of the individual to be modified, the LPAD compels the teacher-examiner to malleably negotiate the problem-solving activity with the examinee. Focusing on the cognitive modifiability rather than the performance effectiveness, the examiner, playing the role of the mediator has to instantly react to the learner's receptiveness (Feuerstein et al., 1988).

In line with Minick's (1987) interpretation of the ZPD, Feuerstein's interactionist approach to DA is at the heart of Vygotsky's reasoning of the ZPD as it permits the examiner to flexibly interact with the examinee utilising several types of mediational strategies to assist the learner in reaching a higher level of cognition. More importantly, as the LPAD highlights the psychological processes determining the learner responsiveness, it enables the teacher to meticulously diagnose the learner's problems and thereby provide the necessary tools to solve them. Following Minick's belief as cited in Lidz (1991), the only problem with Feuerstein's model to DA is that it did not provide enough data on how such psychological processes exactly work. Yet, a plenty of interactionist studies have recently explained in detail the psychological processes, such as Kozulin and Garb (2002); Poehner (2005); Ableeva (2010).

It is true that such approach to DA has proved to be at the heart of Vygotsky's favourite dialogic corporation through a wide range of DA case studies, particularly on children with language impairment or learning difficulties. The interactionist approach in those studies implies the instant emergence of mediation from the examiner-examinee collaboration, representing the Vygotskian cooperative interaction, the aim of which is the individual development regardless of the psychometric measurements. In the interactionist DA based instruction, leading questions, hints or prompts should not be predesigned ahead, and thus the teacher-learner interaction should be adjusted to the learner's ZPD (Poehner and Lantolf, 2003). In such dialogic interaction, learners are encouraged to ask questions and receive immediate answers (Poehner, 2008). It should be noted however, that this model focuses more on the individual development even at a slow pace. It also compels the teacher-mediator to develop a great deal of knowledge and expertise to be able to help

the learners reach their full potentials, which seems to be rather challenging to be implemented in the Algerian university context, especially with the overcrowded groups.

2.2.4.2.2. The Interventionist Approach to DA

Unlike the interactionist approach to DA, the interventionist model tends to slightly depend on psychometric static assessment for still relying on administering tests to measure learners' performance through which their future improvement is predicted (Poehner and Lantolf, 2003). This approach to dynamic assessment, which is suitable for large groups of learners, pays a great deal of attention to the speed of learning, urging the teacher to plan the intervention in advance to quickly reach the predetermined learning goal . focusing on the psychometric parameters of testing procedures, the Interventionist approach is usually qualified as a more formal and standardised approach Lantolf and Poehner (2004). On their steps, interventionist DA implies executing a pre-arranged repertoire of mediational strategies gradually followed along the assessment activities to achieve the expected score. Interventionist DA in this sense, can be dated back to Vygotsky's earliest work on the IQ testing implementation in school settings to generate quantitative interpretation of the ZPD (Poehner & Lantolf, 2005). Despite of the criticism accredit to this approach regarding the quantitative psychometric analysis, robust research has been carried out proving the effectiveness of such orientation to DA that is easier to apply to large groups of learners. Among which, Budoff's "learning potential assessment" and Brown's "graduated prompt" approach that are known for the detailed documentation of this model to DA.

As discussed in Lidz (1991); Ponor (2008), the success of the pre-test-intervention-post-test paradigm of the interventionist approach to DA, often labelled as learning potential assessment model, can be explained with reference to Budoff's (1987) belief about the widely spread static tests of intelligence , including the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale that could be dynamically administered because general intelligence is subject to the individual's training and development within the sociocultural environment . in carrying out such model, Sternberg and Grigorenko (2002), assured that after administering the pre-test in a static like format, the intervention phase compels the examiner to play the role of the

mediator, and thereby assist the examinees in understanding the task's main aspects and procedures to lead them to the best way to solve the given problem, using a pre-determined list of hints. after the intervention is completed, the examiner has to administer the same test to confirm the examinees' understanding of the material.

According to Lantolf and Poehner (2004), the reason that brought this approach to the surface at the expense of the previous one is that intervention can be held with either a group or individual format. In view of that, consistent intervention strategies have to be predesigned in advance to enable the examiner to make a distinction between his/her contribution to students' responsiveness and their genuine understanding, and this is also considered as a lacuna in the Feuerstein's interactionist approach (Budoff 1987 in Poehner, 2008). In his view, much interest should be given to the effect of the environment as explained by the teacher on the students' performance as compared to their own trial. In this regard, such kind of intervention is a reflection of the Vygotskian view concerning the individual-environment connexion, which unlike animals, must be subject to psychological and cognitive training (Vygotsky, 1986).

As to the graduated-prompt approach of the interventionist orientation, held by Brown and her colleagues is stirred from Vygotsky's perspective about the interactive learning situation resulting in a predetermined repertoire of assistance (Poehner, 2008). opposed to Vygotsky's focus on how much the individual's performance can be influenced by the adult assistance, they tend to measure the learning effectiveness depending on the number of hints to be used for the given task. What is special about their interventionist orientation is that they expand the use of DA beyond the general intelligence field, including reading and math (Brown & Ferrera, 1985 in Poehner, 2008).

On the steps of Brown interventionist graduated prompts, Poehner and Lantolf (2005) indicated that the examinees should be at first taught how to solve the encountered problems, deploying a predetermined list of strategies. If the examinees succeed in solving the problems on their owns, the examiner will then be able to determine how far the acquired abilities would be used in solving similar problems in the future. Following a predesigned repertoire of the required

strategies, the examiner in all the other steps, has to offer the examinees the necessary help in solving the problem. the examinees in the pre-test are provided with new patterns for the original task, and then, given similar problems with the same principles of that task, but in a different way. In the succeeding steps, the examinees are provided with more challenging tasks that compel them to use a novel but similar principle along with the previous ones to gradually get used to more complexed situations (Poehner & Lantolf, 2003). Depending on the examinee's solo and assisted performance during the post-tests, the researchers create the learners' profiles encompassing two axes: the first is devoted to the measurement of how quickly they are able to attain the novel patterns, and the second is dedicated to the measurement of how far they can extend such ability beyond the current problem (Brown & Ferrara, 1985 in Poehner, 2008).

It seems obvious now that the crucial distinction between interventionist and interactionist approaches to DA, as postulated by Poehner (2008), is referred to the interest in measuring the required assistance for a fast and effective learning experience. In this concern, he pointed out that Brown's interventionist model is distinguished from Feuerstein's interactionist model in the fact that in Brown's model of DA, mediation is administered ranging from the most implicit to the most explicit in order to reach the pre-determined end. In such model, the tests are administered in an unevenly standardised method. If the learner does not manage to complete the task successfully, the teacher-mediator ought to provide him/her with the necessary prompts.

According to Poehner and Lantolf (2003); Lantolf and Poehner (2004); Poehner (2008) the distinction between the two approaches to dynamic assessment is best depicted in Elkonin's (1998) train metaphor for the learning process orientations. Such metaphor suggests that those who are interested in the speed of learning focus more on how quick they reach the end, whereas those who are not interested in the learning speed do not focus on how quick they reach the end. They rather focus on how comfortable the learner is, helping him/her with all the possible strategies. Yet, the combination of both approaches to dynamic assessment seems to be necessary as any type of mediation should incorporate a reasonably relevant and sufficient assistance. In the view of Poehner

and Lantolf (2005), the interventionist DA can be implemented in two forms. The layer-cake format, often known as the item-by-item approach along which intervention is generated from a predetermined list of strategies, and the sandwich format or the pre-test-intervention -post-test through which intervention is sandwiched between two tests similar to the experimental paradigm.

The dynamic assessment procedures can be better explained through Sternberg and Grigorenko's (2002) categorisation as sandwich and cake format to DA. On the one hand, the sandwich format is rather similar to the traditional experimental studies that follow the test-teach-test procedures to investigate how effective the intervention is based on the comparison between the pre-test and post-test. Following their reasoning, in this approach to dynamic assessment, the intervention phase is metaphorically sandwiched between the pre-test and the post-test. These tests are unevenly administered depending on the intervention phase requirements. As noted earlier, such type of intervention can be executed to both group and individual settings depending on the learners' needs. The cake format on the other hand, implies that mediation should be provided whenever a problem emerges, i.e., mediation takes place along with the assessment procedures. This type of procedures best fits with small groups or individuals where the mediator is able to focus on all the problems faced by the students, and help them to find solutions (Poehner, 2008).

2.2.5.The role of the mediator in the DA-based instruction

Following Feuerstein's principle of modifiability, which assumes that the individual development is subject to the intervention of more experienced adults who are meant to have a significant role in mediating his/her psychological and cognitive change through mediated learning experiences. Williams and Burden (1997) postulated that in education, the quality of interaction between the learner and his/her environment, including the given input, is determined by the assistance of a more experienced and knowledgeable mediator, who has a significant impact on the learner's psychological and cognitive development.

2.2.5.1. Teacher- Mediator vs. Disseminator of knowledge

On the steps of Williams and Burden (1997), It is rather important for the teacher-mediator to be aware about how his/her words and actions can affect the learners' thoughts and behaviours, and thus he/she would be able to change his/her attitude about his/her role in the classroom as it goes beyond providing spoon feeding instruction. Such assumption about teaching triggers the following question: what is the difference between the mediator and the instructor or the disseminator of knowledge?

2.2.5.2. Key features of the Mediated learning experience

In an attempt to determine the exact role of the teacher-mediator, Feuerstein suggested twelve features of the mediated learning experience, which were then meticulously elaborated by Williams and Burden (1997). Such features, inspired from both the Vygotskian perspective of the mediated mind and the Piagetian principle of the individual development, help the mediator to understand his/her learners, and assist them to move to a more advanced psychological and cognitive level, depending on various sociocultural means.

These features according to Williams and Burden (1997) are split into essential and non-essential categories: the first category, including Significance, Purpose beyond the here and now, and Shared intentions, typically applies to all types of mediated learning experiences, and thus the teacher has to depend on it in accomplishing any learning task. The second category, including the nine features is rather helpful, but its features do not certainly apply to all types of tasks, they rather depend more or less on the situational and cultural variations.

The Basic Features

Significance, Mediation of meaning, is based on the premise that any learning task has to be significant, carrying a personal meaning to the learners. Such feature, which articulates with the learners' backgrounds, values, ambitions, and needs, must be shared with them during the completion of the task.

2- Purpose beyond the here and now, Transcendence, means transferring what is learnt to other contexts and situations in the future. A competent mediator helps the learner to develop a sense of lifelong learning by teaching him/her how to learn and not what to learn.

3- Shared intentions, intentionality and reciprocity, compel the mediator to share with the learners what they exactly need to learn, providing a well-organised set of instructions in order to guarantee that they grasp what is required from them.

Features Related to the Control over Learning

4- Sense of Competence refers to the feeling of being able to cope with any challenging task, where the teacher is required to encourage the learners to feel competent even before moving to their zone of proximal development by constructing a positive self-image in the learners minds.

5- Control of Behaviour stents for the learners' ability to have control over their own learning by regulating their thoughts and actions. In doing so, the teacher is expected to teach learners how to be responsible for their own learning and behaviours via helping them to logically analyse various tasks e.g., the mediator can teach learners how to accomplish tasks by splitting the problem into manageable parts to obtain effective results.

6- Goal Setting denotes the learners' ability and readiness to set both life and learning goals, which is at the heart of the role of the teacher as a mediator to encourage the learners to determine their own objectives and avoid designing goals for them. It has been evidently proved that learners who set their own goals are more likely to achieve them as opposed to those who follow the teacher's predetermined objectives.

7- Challenge, as a feature of the mediated learning experience, is to engage learners in problem solving situations to trigger their cognition and help them find the most appropriate strategies to cope with these challenges. The challenging tasks help in triggering the learners' motivation and enthusiasm to try new things and take responsibility of their learning because the more challenging the task is, the more the learners trust their abilities, and the better performance,

they display. Challenges, as such, are attained through creating different problem-solving situations and encouraging the learner's curiosity and creativity.

8- Awareness of Change is determined by the individual's ability to understand and assess his/her constant changes. It is rather obvious that when we learn something, we develop and we change in various ways, yet the role of the mediator here is to encourage learners to be mindful of their own potential for change through monitoring those changes in order to cope with the world continuous and rapid change.

9- A Belief in a Positive Outcome, as a mediating feature, involves instilling a strong conviction in learners that there should be a solution to every problematic situation to trigger their problem-solving skills. This factor is at the heart of Feuerstein's theory of mediation as it suggests that everyone is fairly able to be an effective learner notwithstanding of his/her backgrounds.

Factors concerned with fostering social development

10- Sharing, mediation of sharing, is referred to the interdependence of the mediator and that of the learner since it takes place when the learners and the mediator are dynamically involved in the accomplishment of the same task to achieve common objectives.

11- Individuality takes place when the mediator notices an aspect of difference within the learner to help him/her celebrate a sense of uniqueness and difference.

12- Encouraging sense of Belonging, as a mediating feature, is usually accomplished by engaging the learners in group activities because people need to feel that they belong to a community or a culture.

All things considered, it should be noted that DA is not meant to depend on a particular type of tasks to evaluate learners' modifiability. Instead, it refers to the procedures of integrating assessment in the learning task through which assistance is offered to mediate the learners' development. In view of that, the implementation of such approach for the instruction of interlanguage pragmatics can incorporate any assessment instruments given their conformity with the SCT perspectives. Yet, the Vygotskian approach to instructional pragmatics appears to be in its

early pedagogical stage as a very scarce research has been carried out to document the relationship between dynamic assessment and pragmatic competence development. As such, to the researcher knowledge, the only research that stresses this interceding connection was held by van Compernelle (2014) the insights of which are explained in the following section:

2.3. pragmatic competence development through the dynamic assessment Approach

As discussed in the preceding sections, pragmatics is critically concerned with the study of the unconventional meaning, governed by pragmalinguistic and sociopragmatic. More importantly, it was made clear that the crucial aim of the sociocultural theory through DA procedures is to assist learners' development using pragmalinguistic and sociopragmatic resources. This section is accordingly dedicated to the scrutiny of pragmatic development in the SCT perspectives in second and foreign language research.

2.3.1. Introducing Sociocultural Theory to interlanguage Pragmatics instruction

Following the SCT perspectives, pragmatic competence, or the ability to do things through words is facilitated depending on the sociocultural means. Such mediational means refer to the available language forms as well as the ability to select the most appropriate form to communicate a particular speech act. From Vygotsky's (1978) perspectives, mediation implies that more advanced cognitive levels can be established on the basis of integrating sociocultural sources. today, these sociocultural sources are branched out by pragmatics into pragmalinguistics and sociopragmatics (Leech, 1983; Thomas, 1983).

These two distinct yet interceding pragmalinguistic and sociopragmatic abilities, according to Van Compernelle (2014), are meant to mediate the social action. In this concern, knowledge of the conventional linguistic means is highly required at the pragmalinguistic level in order to successfully accomplish social actions. As to the SCT orientation, mediating the social actions depends on the use of conventional linguistic means set by pragmalinguistics. Nevertheless, these pragma linguistic resources cannot be used haphazardly. The choice of such sources is rather

restrained by the sociopragmatic knowledge depending on the social context of the speech event. Sociopragmatic knowledge implies considering the conventionally appropriate social behaviour and the social effect of obeying or disobeying those conventions in the accomplishment of any social event. In this way, the choice of the available pragmalinguistic resources in completing any action is mediated by the sociopragmatic knowledge. In light of this, Van Compernelle (2014) insisted that mediation is at the heart of pragmatics for being conceptualised within the sociocultural perspectives. Social actions, pragmalinguistics and sociopragmatics, evoke actions with multifaced objectives as the choice of linguistic resources is goal-oriented, and the sociocultural knowledge is likely to determine how appropriate that choice is. Following Kasper (1997), interlanguage pragmatics, pragmalinguistics and sociopragmatics, has proved to be teachable and learnable (in Van Compernelle, 2014).

Recent research in second and foreign language acquisition, including Kasper & Rose (2002) confirmed that learners enrolled in instructional pragmatics can effectively develop interlanguage pragmatic competence. Yet, this research has yielded mixed findings regarding the efficacy of implicit versus explicit approaches to teaching. As a result, explicit instruction that involves highlighting metapragmatic information has proved to be more useful than implicit instruction in developing sociopragmatic knowledge. In this concern, it has been evidenced that it is more difficult to acquire Sociopragmatic knowledge than pragmalinguistic sources, which implies the use of explicit instruction to develop learners' sociopragmatic abilities. In similar vein, Van Compernelle (2014) stated that since social actions are mediated by sociopragmatic knowledge, the SCT perspectives, as opposed to none-SCT, seem to be in conformity with explicit instruction. Nevertheless, the SCT framework is different from more traditional approaches to instructional pragmatics in the way pragmatic sources are presented.

Traditional approaches to instructional pragmatics tend to introduce metapragmatic information as a set of rules involving scarce description regarding the potential meaning of the proposed linguistic forms van Compernelle and Williams (2012 in Van Compernelle (2014). The

SCT framework to instructional pragmatics, however, necessitates the implementation of comprehensible concept-based instruments for the purpose of mediating the learner's pragmatic competence development. Such approach is concerned with two significant issues to be introduced in instructional pragmatics: firstly, the interwoven relationship between pragmalinguistics and sociopragmatics proposed by Rose (1999); secondly, the three key social variables presented in the politeness theory coined by Brown and Levinson (1987) including: social distance, power, and degree of imposition. The current investigation is accordingly inspired from This orientation to instructional pragmatics which is in conformity with the SCT framework presented by van Compernelle (2014).

2.3.2. Developing pragmatic competence through Dynamic Assessment

The key feature about developing pragmatic competence through dynamic assessment according to van Compernelle (2014) is that administrating pragmatic tasks incorporates the sociopragmatic concepts as means for cognitive development. As already elaborated in the previous section, administering assessment tasks in the DA approach compels the assessor-mediator to assist the learner's performance to help him/her move to a higher level of cognition. In the view of Williams and Burden (1997); Poehner (2008); van Compernelle (2014), the DA approach calls for the unification of assessment and instruction in a single activity the aim of which is to diagnose the learner's performance through intervention. Such interpretation to DA is at the centre of Vygotsky's (1978) view about the proper diagnoses of learners' abilities that require focusing more on identifying and assisting the abilities that are still in progress, than on revealing their current abilities of the solo performance.

The basic premise of the SCT framework set for pragmatic competence development according to van Compernelle (2014) is that dynamically administered tasks are meant to scaffold the learners' conscious grasp of pragmatic knowledge. As such, the role of the teacher-mediator is to control the learners' conscious performance of pragmatic tasks, which may lately result into

implicit pragmatic knowledge. That is to say, the eventual implicit acquisition of pragmatic knowledge is the result of the direct access to relevant concepts in pragmatics.

2.3.2.1. The sociocultural means for pragmatic competence development

2.3.2.1.1. Pragmatic competence development through Internalisation

Within the SCT perspectives, a major concept along with the mediational means, often referred to as internalisation, has a great impact on the process of pragmatic competence development. According to Vygotsky (1978), the mediational tools can only be internalised when participating in sociocultural events, linking the external-social knowledge and the internal-psychological processes under a dialogic unity. Internalisation then refers to the process that incorporates the mediational means into the individual's cognitive system. That is, the process by which the inter-mental level is coupled with the intra-mental plane making altogether the inward growth (Lantolf & Thorne, 2006). In their view, internalisation can be referred to the transformative process of assimilating the cultural means and making them one's own and not to the mere cultural means acquisition. They added that internalisation is a bidirectional process encompassing concurrent growing in and growing out through which the individual's environment relationship is structured and depicted in the outward plane.

Following Vygotsky's (1978) genetic law of development, which insists that the more advanced psychological functions can only be established under a mediated learning experience that fosters their instalment at the intra-mental plane. As Poehner (2008) pointed out, the Vygotskian genetic law of development or internalisation compels the adult's guidance to ease the learner's-environment interaction. That is, higher psychological functions first occur on the mediated or the inter-mental plane and then move inward to appear on the individual or the intra-mental plane (Lantolf & Thorne, 2006). In this concern, Van Compernelle (2014) argued that the mediated learning experience depending on the pragmalinguistic and sociopragmatic means is likely to move the learner's ZPD forward, and thus help him/her to assimilate more complicated concepts. The internalisation process as such occurs along with the external interaction with the

social world, relying on the adult guidance as well as the interaction with the inner world, depending on the previously installed level of cognition.

2.3.2.1.2. Pragmatic competence development through the zone of proximal development

Equally important, the Vygotskian ZPD concept, usually qualified as the distinction between the learners' solo performance and his/her performance under adult guidance, evokes the steps that incorporate the internalisation of the mediational means (Poehner, 2008; Van Compernelle, 2014). As robustly explained in the preceding section, the ZPD notion has received various interpretations, yet the current research, considers it as a cooperative activity providing a prevailing pathway of a smooth learning environments through which mediational means can be internalised. Such understanding of the ZPD is not restricted to the diagnosing of learners' abilities or the measurement of their potentials, nor merely to the assistance concept, which is at the heart of Vygotsky's rezoning of the ZPD, but rather calls for involving learners in collective activities through which the mediational means can be internalised (Chaiklin, 2003 in Poehner, 2008). Lantolf & Thorne (2006) further argued that the mediator is supposed to allow the emergence of individual differences among learners, providing them with the proper conditions through which simultaneous growth of the intra-mental plane and enter-mental activity can be incorporated.

2.3.2.2. Mediational means of pragmatic competence development

2.3.2.2.1. Artifacts

Following Vygotsky's reasoning, artifacts can be qualified as a constituent representative holding the human activity rather than merely decontextualised physical objects (Cole, 1996). In view of that, Lantolf and Thorne (2006) argued that for an artifact to be clearly understood, it must be referred to its proper use in the course of accomplishing the human action. Reflecting the mediated activity, artifacts cannot be understood in isolation from human activities, and in return the human activity itself cannot be interpreted without its incorporated artifacts. As an illustration, apart from being a physical object, the status of a guitar tabs as an artifact varies from a context to another ; it may either be used as a learning tool or an entertainment device (van Compernelle, 2014). In light of this, it can be claimed that Vygotsky's (1978) main focus was on the mediating

attribute of tools adopted in the course of action, including language and culture where concepts and activities represent the main mediational means, which are taken into consideration in the current research as potential artifacts.

2.3.2.2.2. Activities

Cole (1996) further claimed that the human psychological and cognitive behaviours are mediated by the activities through which individuals are involved, including daily interaction and cultural events. The human activities in this respect are guided by the socially conventionalised rules, and thus can only be performed through the suitable existing artefacts for the given situation. In Cole's (1996) belief, a cultural activity is determined by the people taking part in the event, their assigned social roles, the used artifacts, and the required sequential order of actions. In view of that, for an activity to be properly performed, participants should be aware of their appropriate roles and relations as well as the relevant mediating artifacts to the event.

2.3.2.2.3. Concepts

Concepts on the steps of Vygotsky (1986) do not only convey what to have as thoughts but rather represent how these thoughts are interpreted, exactly as a way of thinking, and not just a vessel of thoughts. Concepts in this way tend to mediate human actions as they represent the main constituents of the system of meanings, framing the cognitive activities. Vygotsky in this concern, made a distinction between everyday concepts that are the result of constant empirical experience, and scientific concepts that reflect the methodical understanding of objects of study (Van Compernelle, 2014). Conceptual knowledge, be it every day or scientific, encompasses the association of the meanings with the relations amongst objects and other concepts through which the human activities can be framed. As such, cognitive activities are mediated through the conceptual knowledge, and thus affect how humans integrate tools to accomplish concrete activities.

As concepts are culture bound according to Lantolf & Thorne (2006), a great deal of the target language acquisition, including the pragmatic knowledge, which involves appropriating new concepts, and thus adjusting one's previous knowledge through the mediated interaction with the

environment. In view of that, they pointed out that the target language instructional pragmatic development is believed to be the assimilation of linguacultural concepts, that is the union of language and culture. Differently put, pragmatic acquisition does not mean the mere appropriation of the cultural concepts, but rather compels assimilating the languaculture union through which the language use at once represents a cultural scenario and a means for the cultural transfer. Even though some concepts seem to be cross cultural, they are still different from a culture to another depending on the way they are ratified in social interaction. That is to say, the acquisition of new concepts must be framed within their proper contextual usage, and therefore expressed in some learning activities that put such knowledge into practice, which is according to Van Compernelle (2014) the ultimate aim of explicit instructional pragmatics withing the SCT perspectives.

2.3.3. Empirical Studies on Dynamic Assessment and Pragmatic Competence

Notwithstanding the growing body of research on Vygotsky's SCT theory related literature, dynamic assessment in L2 and FL learning context and particularly in pragmatic competence development seems to be in its earliest stages. In an attempt of implementing the dynamic assessment procedures, Ableeva (2010), for instance, undertook a study within the one-to-one framework of dynamic assessment, aiming at testing and enhancing learners' listening performance. This research resulted in generating ten mediational strategies, which were ordered from the most implicit to the most explicit: 1- Accepting Response; 2- Structuring the text; 3- Replay of a passage; 4- Asking the Words; 5- Identifying a Problem Area; 6- Metalinguistic Clues; 7- Offering a Choice; 8- Translation; 9- Providing a Correct Pattern; and 10- Providing an Explicit Explanation. The findings of the study were significantly positive in developing learners' listening abilities. These findings have inspired us to adapt the given mediational strategies to the instruction of interlanguage pragmatics and thus integrate them in the development of EFL students' pragmatic competence.

As far as pragmatics is concerned, numerous studies have attempted to establish relations between the sociocultural theory (SCT) and developing the pragmatic ability of ESL/ EFL learners. One interesting study to reference is the one conducted by Van Compernelle (2014), in which he

addresses various theoretical and practical questions related to teaching SL pragmatics from a Vygotskian viewpoint. Though describing a French-language teaching context, the study represents a valuable pedagogical account to teaching pragmatics based on SCT principles in general, concept-based instruction and dynamic assessment in particular. More importantly, the research demonstrates the efficiency of a Sociocultural Theory -based instruction in teaching pragmalinguistics and sociopragmatics in a dialectical fashion.

One of the most distinguishing positionings of this research is its attempt to conceptualize pragmatic instruction as a concept-based endeavour rather than a set of guided principles to teaching and learning. Differently stated, van Compernelle (2014) argues that “appropriateness” (as a parameter of pragmatic competence) can be systematically developed in students through adopting different categories of meanings as mediational tools. Building on Vygotsky’s key concepts such as “transformation” and “internalization”, Van Compernelle suggests four pedagogical diagrams which would help learners formulate interpretations and understand appropriate choices as part of the dynamics of their learning. He equally stresses the dialectical unity between personality and the conceptual thinking, claiming that training learners to “consciously” apply systematic meaning-based knowledge leads to transformation.

Of equal importance to Van Compernelle is the dialectical unity between teaching and assessing students within their ZPD (Zone of Proximal Development), in which the assessor (the mediator) assists learners to perform beyond their current independent abilities so that they can promote their continued growth (Poehner, 2008). In this regard, Dynamic assessment constitutes a mixture between assessment and instruction as a unified activity. In this research, Van Compernelle explores “the specific micro-interactional resources by which mediators and learners jointly achieve mediated learning opportunities” (Poehner & van Compernelle, 2011 in Van Compernelle, 2001). Otherwise stated, Dynamic Assessment (DA) is viewed as a mean to personalize pragmalinguistic concepts, something which would primarily result in learners’ arriving at a constant evaluation of

emerging competencies, and eventually gaining more control of the different concepts as thinking tools in communicative action.

As for Dynamic assessment in particular, a more thorough study on its impact on EFL Learners' interlanguage pragmatic development was conducted by Merghati and Ahangari (2015). The study stipulates that implementing a dynamic assessment instruction can help language teachers equip their students with the ability to make appropriate pragma linguistic choices and interpretations.

To confirm this hypothesis, forty-nine intermediate EFL learners were exposed to a 20 scenarios' video and a questionnaire (a translation of Bardovi-Harlig and Dörnyei's (1998 version, eliciting both the learners' grammatical and pragmatic abilities. This questionnaire was additionally consolidated with an oral interview to ask about the error type in the scenarios detected by the participants. As a post-test, a MET (Multimedia Elicitation Task) comprising 16 scenarios and focusing on the speech act of requesting was administered to participants to measure their interlanguage development. The experimental group benefitted from the same material but following a Dynamic Assessment format, where there were four distinct pieces to the DA workshop (pre-training mediation, classroom-based DA training, post-training mediation and reflection on post-training mediation. Results show that dynamic assessment instruction not only draws the attention of the language teachers to the effective language use of their students in a more practical way, but also helps learners to attain self -efficiency and accuracy in their SL pragmatic development. In other words, Dynamic assessment affects the participants' pragmatic development in a very significant manner.

As far as the Algerian context is concerned, it has often been reported that Instructional pragmatics is scarcely tackled, especially in institutional settings where both the pragmalinguistic items and the sociopragmatic norms are brought into the classroom. One of the recent studies which implemented the cultural scripts methodology - which originally was designed for articulating cultural values and practices in an ethnocentric free-manner as an instructional tool to foster the

EFL learners' intercultural pragmatic ability was conducted by Lebbal (2018). Over the course of the six weeks experimental study, a triangulated research design encompassing an ethno-pragmatic interview and a pre-test-post-test discourse completion task was conducted on sixty-eight university students. The research targets two speech acts, namely requesting and compliment response. As a means of instruction, the Anglo-American scripts of personal autonomy and phatic Complimenting were introduced to the experimental group. Description and interpretation of the research results demonstrate that the cultural scripts methodology is a very effective instructional strategy which allows EFL learners to develop some sub-competencies (namely the ethnocentric-free linguistic behaviour, the pragmalinguistic mastery and the sociopragmatic sensitivity, and most importantly, the ability to negotiate meaning) , something which presumably indicate the development of Intercultural pragmatic competence as a whole.

Conclusion

Although foreign language research contributed a great deal to extend our understanding of pragmatic competence development and dynamic assessment implementation, only few studies tried to build a reasonable relationship between both notions. Therefore, more research on the impact of the DA approach on pragmatic competence development involving qualitative investigation of authentic representation and experimentally testing its effectiveness is highly required.

The current study was meant to bring light to the possibility of developing interlanguage pragmatic competence through dynamic assessment from the EFL student's and teacher's perspectives, and to investigate the effectiveness of integrating such approach in fostering the acquisition of the pragmatic ability through a quasi-Experiment. In this respect, a key assumption about the current investigation is that accounts from the students and the teachers themselves as well as results from the experimentation would meticulously depict the relationship between interlanguage pragmatic competence and dynamic assessment. To this end, we carried out a case study using an open-ended questionnaire and a semi-structured interview with EFL students and

oral expression teachers respectively, adopting a bottom-up procedures for analysis. More importantly, the impact of the DA approach on the pragmatic competence development is inspected through an experimental study with two groups of third year EFL students where their performance was measured before and after intervention. The subsequent chapter provides a detailed description of how the research instruments are constructed as well as the procedures followed in conducting this investigation given the theoretical underpinning of pragmatic competence development and the DA approach implementation explored in this chapter rousing the reasonable relationship between both notions which paved the way to expand on the Algerian EFL context .

Chapter two Research design and procedures

Introduction

After reviewing the literature about interlanguage pragmatic competence development and dynamic assessment and finding the reasonable bond between both notions, we became more interested in extending our research to students studying in the Department of English-Batna-2 University, and thus, exploring the effect of integrating DA in oral courses on third year EFL students' pragmatic competence. The current chapter therefore, tries to discuss the overall plan put forward to reach the research objective. At the outset, it meticulously identifies restating the research main objectives, then, presents in detail the research design and procedures including (approaches, methods and data collection and analysis tools), providing on every occasion a rationale for choosing any research aspect or move.

3.1. The Research Main Objectives

The research at hand is meant to test the speculated hypothesis, which states that the dynamic assessment approach might be implemented in oral courses to boost EFL students' pragmatic competence. Toward this aim, the objectives of this study are as follows:

Exploring Batna-2 University third year EFL students' current pragmatic competence level through scrutinising their performance of the chosen speech acts.

Determining the difficulties faced by third year EFL students at Batna-2 University in oral communication.

Finding out the way EFL oral communication teachers at Batna-2 University teach oral communication.

Investigating EFL teachers' evaluation method of students' oral communication development.

Attempting to promote third year EFL students' pragmatic competence via the integration of the dynamic assessment approach in oral communication courses.

Studying the way dynamic assessment affect the third year EFL students' use of interlanguage pragmatic aspects in oral communication.

Revealing the type of mediational strategies that best promotes the development of third year students' functional use of language in communication.

Extracting the speech act that is best improved through the use of dynamic assessment approach.

Raising the third year EFL students' awareness about the importance of acquiring the pragmatic elements of the foreign language along with its linguistic elements in order to reach communicative competence, which is the aim of all EFL learners.

Promoting EFL teachers' and students' consciousness about the eminence of implementing dynamic assessment approach, which encompasses teaching and assessment as an alternative to the traditional teaching methods.

Examining the efficacy of the dynamic assessment approach in developing EFL students' pragmatic competence.

All things considered, in order to meet the objectives of the current study, an exploratory approach accompanied by an experimental method seems more appropriate. Since we are investigating students' current level of pragmatic competence as well as the way they are taught oral communication skill, students' performance on written discourse completion task in consort with accounts from both students and teachers would truthfully reflect if they are pragmatically competent. We are then attempting to experiment the usefulness of the dynamic assessment approach in developing the EFL students' pragmatic competence.

3.2. Research Design

It seems clear by now that a two-step balancing procedure is highly required for the accomplishment of these research objectives.

An exploratory phase: through which the EFL students' pragmatic competence status is inspected via a descriptive study, using a WDCT, and an open-ended questionnaire for third year EFL students. Apart from trying to scrutinise the situation of pragmatic competence within the EFL students, this research tries to investigate the instructional methods used to teach oral

communication courses, focusing more on the effectiveness of these methods in developing interlanguage pragmatics, depending on a semi-structured interview for third year EFL oral expression teachers.

An experimental phase: Which assumes that implementing the DA approach in oral communication courses might promote EFL students' pragmatic competence. In particular, the effectiveness of dynamic assessment, an explicit instructional pragmatics, as compared to the non-dynamic assessment in improving EFL students' pragmatic competence is investigated. To this end, this inquiry is carried out through a quasi-experimental paradigm where two groups were invited to take part in this experiment: the first stands for the experimental group, and the second represents the control group. All in all, this research is conducted through two complementary phases: an exploratory study and an experiment.

3.3. Research approach

The selection of the most relevant approach in doing research can be defined by finding answers to the following issues: First and foremost, what is the issue that triggers the need for the given investigation, and what is the objective to be reached in carrying out such research. Second, what is the research orientation, and the nature of the data to be used; a large investigation, based on quantitative data, or an in-depth study, based on qualitative data. Third, how to get access to data collection and analysis. Fourth, how related research topic in the literature are carried out; and finally, what is the interest of the researcher (Creswell, 2003; Cohen, Manion, & Morrison, 2007). But before trying to find solutions to the aforementioned issues, researchers need to be acquainted to the key features of each approach.

3.3.1. The Qualitative Approach

On the steps of Creswell (2003), this line of enquiry is mainly adopted for in-depth studies to meticulously examine social behaviours of small samples. the qualitative research always investigates new intricate topics trying to understand why or to explain how human behaviours occurs (Hennink, Hutter and Bailey, 2011). Case studies, action and ethnographic researches are

generally the most useful methods under this approach, the aim of which is to gain a profound understanding of the issue being investigated. It principally depends on questionnaires, observations and interviews to generate data in the form of texts which could be examined mainly by non-statistical methods, using content analysis Dörnyei (2007). This approach ,however ,is sometimes subject to criticism in terms of research validity as it fails to provide generalisable results (Nunan, 1992).

3.3.2 The Quantitative Approach

This approach is methodically used for large scale studies with statistical data to be quantified and analysed. According to Creswell (2003); Dörnyei (2007) ; Given (2008), the quantitative approach represents the consistent practical investigation of social phenomena using statistical techniques, where data are typically presented in the form of scores and percentages; usually experiments and other tests are the key tools adopted in this approach. FLL researchers often resort to this approach as it helps them to have clarified and fixed research concepts, and to control the research variables, and therefore to be able to obtain generalisable results. The quantitative approach is also used in FLL research as it can provide meticulous presentations of the research results, which following Chen (2005) directly reflect the hypothesis being speculated. Yet, Nunan (1992) argued this approach fails to gain in-depth insight into the research subjects' individual differences as it focuses more on data quantification.

3.3.3 The mixed approaches

Qualitative and quantitative approaches are not dichotomous black or wight, present or absent ; it is likely for a researcher to incorporate them both in a single investigation (Best & Khan, 1998; Creswell, 2003; Cohen et al., 2007). according to Creswell (2003), mixed methods research design refers to the amalgamation of qualitative and quantitative approaches at one or at several stages of the study: conceptualising research questions and data collection and analysis. During the investigation, data can be collected concurrently or consecutively, along which both approaches can be integrated at different stages of the research process.

3.3.4 The Approach of the Current Study

The present investigation makes use of the mixed approach, through which both approaches are combined at several procedural stages. For the purpose of having consistent results, the findings of the qualitative paradigm are compared to those generated from the quantitative study. Hence, the research at hand falls under the mixed approach: qualitative as it tries to explore the status of pragmatic competence within the EFL community along with the methods adopted to teach it from the perspectives of the students and teachers in the exploratory study, and equally quantitative because it aims at converting a sociolinguistic behaviour to statistical representation in the experimental study.

3.4. Research Methods

Selecting the most appropriate method among the various possible choices is also defined by the nature of the issue, the study purpose and the type of the prerequisite data. In this concern, the current investigation evokes an amalgamation of two complementary substitute studies. Two research methods are coupled: the first refers to the case study of the status of the pragmatic competence within the EFL community represented in the students' questionnaires and the teachers' interviews, while the second denotes the experimental investigation of the effect of implementing the DA approach on the development of interlanguage pragmatic competence. The choice of both methods and the data collection and analysis tools used under each are discussed in the following section:

3.4.1. The Case Study

The case study stands for the in-depth investigation of a social phenomenon in its real context, the aim of which is to understand and analyse the traits and the reasons of the phenomenon being investigated usually by means of a questionnaire or an interview (Johnson, 1993) . This method according to Nunan (1992) is always considered as the in-depth investigation as it has a direct access to the required data offering a sound interpretation to the unobservable behaviours

from the study subjects. It is specifically relevant to exploring learning issues such as: first and second language acquisition, teaching methods, and learning difficulties.

The choice of the case study in this research is justified by the need for understanding the way of developing pragmalinguistic and sociopragmatic performance in the EFL context from the students and the teachers respectively. Students' and teachers' accounts generated from both the questionnaires and the interviews represent their own interpretation of the occurring linguistic behaviours.

3.4.1.1. The Case Study Instruments

FLL researchers are sufficiently provided with different tools that they can deploy in the accomplishment of their research, but the choice of a suitable tool among all those available is determined by the attributes of every single one, the aim of which is to achieve certain objectives (Blaxter et al. 2006). Differently put, the selection of a best fitting research instrument is defined by the type of data to be collected and the method of analysis as well as the nature of the research approach under which the study is carried out.

As it has been previously explained, the questionnaire and the interview are constantly qualified to be the most relevant research tools to the case study for they help in providing more space for qualitative data, and thus building a direct connection between the researcher and the study subjects (Nunan, 1992; Dornyei, 2007). Henceforth, in this phase, data were collected using an open-ended questionnaire and a semi-structured interview.

3.4.1.1.1. The third year EFL students' open-ended questionnaire

An open-ended questionnaire was constructed to explore students' level of interlanguage pragmatic competence, and the reasons leading to this level as well as the strategies used for its betterment (see appendix A). The purpose of choosing an open-ended questionnaire is to provide the students with enough space to express their perspectives which cannot be obtained through a close-ended questionnaire. Since their perceptions are not observable, students need to have a chance to voice their thoughts about their own way of interlanguage pragmatic competence

development. Every item in this questionnaire reflects more or less the status of interlanguage pragmatic competence withing the third year EFL students, the difficulties they face in oral communication, and the strategies they deploy to overcome these difficulties.

3.4.1.1.1.1.The Questionnaire Validity and Reliability

Following Nunan (1992); Cohen's et al. (2007) belief, in order to ensure the reliability, validity, and practicability of the questionnaire, a piloting procedure is highly required. In view of that, before the data collection phase, the study instruments should be piloted to detect obscurity in wording, and unfitting items for the purpose of clarification and correction. Henceforth, this process of piloting the instruments for the sake of research validity and reliability permits the researcher to distinguish whether the questions of the given instrument can reveal the data that fit with the study objectives and to avoid any misleading or confusing questions. Consequently, in this investigation, prior to the submission of the given questionnaire, it was piloted with the help of three different teachers who are experts in research methodology and then given to seven third year students to test its validity, reliability, and practicability. After the questionnaire completion, students were asked to unveil the problems they have encountered in completing the questionnaire. Effectually, the teachers' comments on the questionnaire were of a great help in limiting the questions to perfectly reach the research objectives. The students' feedback as well was of a paramount aid in revealing the confusing and misleading items found in the questionnaire. So far, depending on the teachers' and the students' feedback respectively, the questionnaire was modified so as to illicit the necessary data that help in accomplishing the study purposes. As such, some questions were totally omitted as they have been deemed unnecessary to the research objectives, and others were clearly reformulated as they were reported to be confusing and could not attain the required data.

3.4.1.1.1.2.The Design of the Questionnaire

This questionnaire covers 13 open ended questions, through which students are asked to answer with either YES or NO for the majority of the questions and then to justify their responses. It is divided into an introduction and three sections that reflect the main aspects of the questionnaire,

namely: introducing the students' profile, their level of interlanguage pragmatic competence, the teaching methods used in oral expression courses, and their difficulties in oral communication along with the deployed learning strategies to cope with such difficulties. The choice of wording was carefully made so as to help the students convey their views freely and honestly.

The introductory section draws up the student's profiles (Gender, age, and whether they are repeaters). These profiles include gender in order to ascertain the heterogeneousness of the sample in terms of males and females. Age and repetition of the academic year are important as to find out if the subjects of the study are in the same range of age, and whether they manifest the same level of academic achievement. Yet, it should be noted that students' profiles would not be taken into great consideration in the content analysis as the current study is interested in delving the participants' accounts considering them as an inclusive case that reflects on the issue under investigation regardless of the gender differences.

The first section was devoted to exploring students' level of interlanguage pragmatic competence from their own perceptions. It aimed at examining their attitude about the way they communicate in the English language i.e. whether they are satisfied with their performance or not. It also tried to divulge their real level of interlanguage pragmatic competence in comparison with the other language competencies. It further searched for the difference between their performance in the written and the oral tasks.

The second section, however, dealt with students' views about the way they used to learn oral communication. Its main interest was to analyse the status of the pragmatic competence within the learning context. It aimed at exploring the importance given to this field of language learning by revealing the methods of teaching and assessment that are used for the development of students' pragmatic competence. That is, whether they deploy any teaching method that fits with the development of students' pragmatic competence level.

The third section was then dedicated to the investigation of the difficulties that students face in oral communication and seeks to identify the nature of these difficulties. It also attempted to

know whether these difficulties are real or illusive. It further attempted to find out the learning strategies used by students to overcome those difficulties. It tackled the strategies that students deploy to cope with the learning challenges in general and the oral communication difficulties in particular. The researcher here can identify the techniques that learners tend to use to facilitate the learning process and develop the oral communication skills.

3.4.1.1.1.3. The informants of the Questionnaire

95 students from three intact 3rd year groups from the Department of English Batna-2 University participated in the completion of the questionnaire. Due to the large data base required for the qualitative approach, the researcher could not work on the whole 3rd year population, and thus opted for the convenient sampling, which is in the view of Cohen et al. (2007) the most pertinent technique if the researcher is more concerned with gaining deeper insight into the issue under investigation, and not with the generalisation of the findings rather than the study population. This sample includes 76 females and 19 males, aged between 20 and 25 for the majority.

The subjects of the investigation are studying English in the LMD program to graduate within three years. Before their enrolment in Higher Education, they had learnt English language in middle school and high school as a prominent part of their curriculum. Instruction is mainly content-based where the English language is used as a means to study many modules (literature, civilisation, and linguistics) along their three years enrolment. Yet, the language skills including: reading, writing, listening, and speaking as well as grammar and phonetics are taught to improve the students' mastery of the English language. Teachers are provided with syllabus guidelines for each module to follow; nonetheless, they are not obliged to use a certain teaching methodology nor to follow the given syllabus. Assessment is mostly exam-oriented, which usually takes place at the end of each semester. Exams are curriculum-based where students' accounts are assessed on both content and form.

According to informal discussions the researcher had with a plenty of students in the Department of English as a doctorate student and a part time teacher in this department , it seems

quite obvious that communicating effectively and appropriately is the most challenging task to these students. So, this study came as a trial to understand the reasons that triggered such problem in communication. Based on the assumption averring that interlanguage pragmatic competence is relatively the most difficult competence to acquire in a foreign language setting, we have chosen to work on third year students to assure a minimum level of interlanguage pragmatic competence.

The questionnaire was administered to the students in their regular class-time with the aid of their teacher and of course the attendance of the researcher. All students participated willingly since they were assured that their answers were required for research purposes. They were also informed that their answers will remain confidential, and thus, they were asked to be as honest as possible. The students took twenty minutes to fill in the questionnaire.

3.4.1.1.2. The Oral expression Teachers' semi-structured Interview

This study makes use of the interview as a prevailing data collection tool, compromising a thorough analysis of the interviewees' perspectives. It is constantly viewed as a powerful process of meaning construction and negotiation (Nunan, 1992; Cohen et al (2007). Among all the other types of the interview, the current research opted for the semi-structured interview as it is supple in a way that opens the doors for impromptu inquiries, and keeps the interviewer in the same track of the research objectives. More importantly, this type of interview permits the researcher to boost the interviewees to open out and provide expanded answers, which is the eventual aim of conducting an interview (Nunan, 1992).

3.4.1.1.2.1. The Interview Validity and Reliability

Methodically speaking, achieving genuine research findings can be determined by the validity and the reliability of its methods and instruments (Nunan, 1992). As Dornyei (2007) believes, the instruments' validity and reliability can be considered as a proof for the success of any research. In the present research, we tried to make sure that the adopted interview is valid in both levels [the external and the internal validity] by adjusting the subsequent features which following the view of Cohen et al. (2007) are deemed as the interview validity disturbing factors. Such

disturbing factors are related to both the interviewer and the informant, including: the interviewer misperceptions which entail looking at the interviewee with his/her own virtues, searching for the responses supporting his/her rigid conceptions, misunderstanding the interviewee's answers, and lastly, the interviewee misperception concerning the questions being probed. In view of that, in conducting the interview of this research, we attempted to avoid all these violating attitudes and perceptions to maximise its validity.

The interview reliability, on the other hand, is still considered to be an issue as it is not proven that the same interview will reveal similar findings if repeated in another setting (Nunan, 1992; Dornyei, 2007) . In view of that, this research tool is often subject to criticism due to its conformity with several kinds of prejudice (Creswell, 2003). In the current study, however, we attempted to assure the least possible interviews reliability by carrying out a pilot interview, and ostensibly important, avoiding asking the interviewees guiding questions.

3.4.1.1.2.2.The Objectives of the Semi-structured Interview

The main aim of the current research interview is to get a clear insight of the status of interlanguage pragmatic competence within third year EFL students from the teachers' views. It also tries to unveil the methods these teachers afford for the furtherance of students' interlanguage pragmatic competence, and whether they make use of the DA approach in teaching the oral expression module. It mainly focuses on revealing the way they assess students' oral communication, especially the areas of language to which they mostly pay attention. In this sense, the given interview seeks to find out the difficulties that hinder EFL students' pragmatic competence development.

In formulating the interview questions, the researcher avoided focusing much on the interviewees' personal profile since it does not bring any additional value to this research ,considering them all as a group, and what really matters is their methods of teaching the oral expression module. The choice of smooth and consistent questions in the design of the interview was meant to allow the perceptions about and the methods of interlanguage pragmatic competence

development easily emerge from the teachers' accounts. This is in accordance with Nunan, (1992); Dornyei's (2007) view about the well-structured interview, which evokes the likely flow of thoughts, and the detailed accounts from the side of the interviewees. As such, interviewees in this study were then given the opportunity to expand their answers and offer comments if needed.

3.4.1.1.2.3. The Interview Informants

As previously stated, this interview aims at extending our understanding of the relationship between the students' level of interlanguage pragmatic competence and the teaching methods used in oral expression module. To this end, the given interview seeks to gain clear insights from the teachers of this module as they can help us better understand the status of pragmatic competence, the reasons that lead to this level, and the teaching methods used to develop it. All things considered, the purposive sampling technique was selected where all oral expression teachers were invited to participate in this interview as they represent a limited number. The purposive sampling on the steps of Nunan (1992) permits the researcher to select only the subjects who can provide enriching information to the topic under investigation. This is in accordance with Cohen's et al. (2007) assumption, which suggests the use of the purposive sampling whenever the research requires a particular sample that can provide helpful information.

Accordingly,⁸ teachers from the department of English Batna-2 University accepted to participate in this interview. They consist of 6 females and 2 males; all of them have a fairly considerable experience in language teaching, minimum two years in this department. More importantly, all the participants have taught the oral expression module for at least two years (two of them are doctors and permanent teachers, four other participants are magister holders, working as fulltime teachers as well, and two are doctorate students, working as part time teachers). Hence, they can depict the issue under investigation in the very best way possible.

During a meeting organised by the department of English, teachers of the oral expression module were asked to participate in an interview for the sake of the scientific research. Actually, only some of them wanted to volunteer since they were quite busy with the second term exams

preparation. Teachers were asked to give their phone numbers or their email addresses to get acquainted about the suitable time for the interview; three of them preferred to be interviewed over the phone.

3.4.1.1.2.4. The Interview course

As previously stated, prior to conducting the interview, it was first piloted with two doctors who are experienced in teaching both oral communication and research methodology to define the interview practicality and utility of this investigation, and therefore to improve the interview questions. Before starting the interview, the interviewees were thoroughly informed about the research objective in general and the aim of the interview in particular. They were also well-informed that this interview is concerned with only teachers of the oral expression module to benefit from their experiences in our research project to let them answer as comfortably as possible. They were further asked for their consent to audiotape the entire session, which is estimated to take nearly half an hour.

As far as the interview questions are of great concern, the researcher put forward a number of questions to investigate the students' current level of interlanguage pragmatic competence and the teaching methods used for its advancement. This interview is divided into three sections: The first section is devoted to the teachers' academic profile and personal choices, attempting to reveal the teaching methods used in the oral expression module. The second section, then, is dedicated to the way these teachers used to assess EFL students' pragmatic competence level. The last section, however, tries to explore the students' level of interlanguage pragmatic competence from the interviewees' opinions. All these sections represent a lifetime experience of each interviewee that helped us thoroughly understand the problem under investigation, and thus try to find feasible solutions.

The researcher took every interviewee-teacher individually in order to guarantee a smooth and safe atmosphere. The interview was audio-taped and later on transcribed to assure that no data would be missed. It is worth mentioning that every interview represented a relatively different and

unique course, and that the arrangement of questions malleably diverged from an interview to another based on the interviewees' different insights. Despite the fact that all the questions were limited to the interview and the research objectives, some interviewees carefully elaborated the issue under investigation, and offered enriching information, backed up with illustrations from their own experiences, while others provided limited and direct answers, accompanied with some suggestions and recommendations.

3.4.1.2. The Analysis Method of the Case Study Data

In order to identify students' and teachers' patterns, a bottom-up procedure was adopted, following the Grounded Theory approach. Entries from the open-ended questionnaire and the semi-structured interview were subjected to a content analysis. The first move was to carry out a key word analysis, generating categories from the students' and the teachers' accounts. Further examination of these initial categories led to the sub-division of some categories and the classification of others altogether. The use of a Grounded Theory approach, which implies the emergence of a theory from the obtained research data (developed by Barney Glaser and Anselm Strauss and presented in their book *The Discovery of grounded Theory* (1967)) was required to generate all the possible interpretations from students' and teachers' accounts. The adopted bottom-up procedure was meant to render concepts and notions from the students' and the teachers' answers, and thus interpreting, and determining recurrent patterns.

As it has been seen in the preceding sections, the free-form answers, qualitative data, are more useful to reveal patterns, yet their analysis is time-consuming, and requires more focus. So, it took the researcher much time to analyse and synthesise students' answers to induce significant patterns. To explore students' views about their own way of developing the interlanguage pragmatic competence, the researcher broke down the students' answers into different items depending on the subsequent procedures: first, the researcher conducted a content analysis to generate categories and sub-categories following the key words presented in the statements given by the subjects as well as the underlying themes. Then, the respondents' statements were read three times, thereby, every

question was read and analysed on its own. For instance, the answer of question number one was read and analysed separately in every questionnaire, and this procedure was applied to all the questions thrice. Later on, the researcher compared the three versions of these items for validity and reliability sake where the first two times were devoted to the comparison of the different categories, while the third time was devoted to the extraction of illustrations, which were meant to back up the categories coding. As to the interview, the researcher carefully listened to the audio-taped interviews and faithfully transcribed them. The transcribed version was used for the interpretation of teachers' accounts.

3.4.2. The Experimental Method

In line with Muijs (2004,) the experiment is the central peeler that makes the experimental method, the main of which is to prove an existing fact or to test a speculated hypothesis. In similar vein, Nunan (1992); Dörnyei (2007; Cohen et al. (2007) agree that the experimental research is meant to test the validity of a hypothesis and to install a causal rapport between variables in an attempt to revolutionise the learning process. The experimental method in this respect, involves the consistent process where the researcher ought to work on the given independent variable, and then, measures any occurring change in the dependent variable. So, carrying out an experimental study requires having a maximum control over the independent variable to examine its effect on the dependent variable, and then, validate, or discard the conjectured hypothesis.

As already discussed, the crucial aim of the case study was to gain a clear insight of the issue under investigation, and thus to pave the way for an extra rigorous research. Accordingly, the speculated hypothesis in the current investigation suggests that the implementation of the dynamic assessment approach in the oral courses will boost third year EFL students' pragmatic competence. To this end, an experimental paradigm is advocated to study the conceivable causal relationship between the two variables: dynamic assessment approach and EFL students' pragmatic competence. As far as controlling the extraneous variables is of a great concern of all researchers,

the experimental approach, among all the existing research methodologies, is deemed to be the most appropriate to this investigation for its ability to control these extraneous variables.

3.4.2.1. the Research Variables

Our mainline of inquiry, which evokes an extension of the case study, attempts to examine the impact of integrating the dynamic assessment approach in oral courses on the third year EFL students' pragmatic competence. In light of this, it should be noted that the two main variables, which represent the corner stone of this research project are: the dynamic assessment approach, an implicit instructional pragmatics, as an independent variable, and the pragmatic competence of third year EFL students, the interlanguage pragmatics, as a dependent variable. Here, the independent or the input variable, following Cohen et al. (2007) is manipulated to have a potential impact on the dependent response variable. As such, the independent variable is limited to the adoption of three key elements of the DA approach, namely :the interventionist approach, the mediational strategies, and the zone of proximal development. The dependent variable, however, is constrained into four major tangible linguistic behaviours: the participants' pragmalinguistic performance, their sociopragmatic awareness, their use of politeness strategies, and their ability to negotiate meanings.

3.4.2.1.1. The Extraneous Variables

In most researches, it happens to come across some external factors, usually referred to as the extraneous variables, which might possibly deceive or risk the findings' validity. These extraneous variables ought to be seriously taken into account to assure a maximum validity of the findings. Speaking about the experimentation procedures, it is necessary for the researcher to control the extraneous variables. Following Nunan (1992), it is rather important when drawing on a quasi-experimental method to have control over the undesirable variables to make sure that the change in the dependent variable is a response to the manipulation of the independent variable.

This research is no exception as it attempts to exercise control over the maximum of the irrelevant variables, which may mislead the process of the experiment, and then intimidate the validity of the research findings. These variables that needed to be controlled are either related to

the study subjects or to the treatments' requirements. Regarding the study subjects, we first tried to make sure that all participants have similar potentials from their performance on the pragmatic tasks of the pilot study, which then revealed that they have approximately the same level. This process was needed to help us attribute the success of any group to the treatment, and not to the previous better level of that group. Then, referring to the administration records of the students' scores, we were able to ensure that the participants of both groups belong to the same level of performance in the oral expression module in the previous year. Later on, for the assurance of the equivalence of the subjects' level in both groups, we were obliged to make use of the Matched Pairs technique as we were allowed access to only intact groups from the administration where the subjects were formerly allocated to both control and experimental groups before the experiment even started.

Concerning the treatment course, the researcher upheld teaching both groups to evade the attribution of the experiment's results to the difference between teachers. Moreover, students in both groups received the instruction equally for ten weeks where they studied oral expression once a week for one hour and a half in the morning. Finally, as the validity of the pre-post-test evokes the key factor in the success of the experiment, the researcher implemented two different tests to avoid having students performing the same test twice.

3.4.2.2. Population

Assuming that the third year students are the most likely participants with a higher proficiency level among the other, the first and the second year students, in this research, we opted for this level as being characterised by high proficiency, to be the population under investigation from which data related to performance in pragmatics can be collected (Singh, 2006). Such choice is justified in the following lines:

The exact level where FL learners are meant to acquire pragmatic competence seem to be an issue since research in this field is still in its infancy, yet a shared agreement among researchers proves that advanced FL learners are likely to develop pragmatic competence (Scarcella, 1983;

Bardovi-Harlig & Dörnyei, 1998; Takahashi & Beebe, 1987). This view according to them can be referred to the grammar then pragmatics assumption, which claims that a foreign/second language learner needs to first develop the linguistic competence in order to be able to acquire the pragmatic competence. Moreover, the completion of the WDCT is a rather challenging task, which necessitates FL learners with high proficiency level. Along with Feng Xiao's (2012) belief, participants with high proficiency level are expected to be aware of the linguistic forms and their functions and therefore to possess more pragma-linguistic competence that enables them to negotiate the pragmatic tasks in an easy way.

3.4.2.3. Sampling

Following the view of Cohen et al. (2007), the sampling decision must be cautiously taken earlier in research as the more appropriate the sample is, the more valid the obtained results are. Research in FLL has differentiated between probability and non-probability sampling methods. In this investigation, the nonprobability method is adopted where two groups were included in the sample, and the others are discarded in a non-random basis (Griffiee, 2012). The non-randomised sampling method took place in this experiment as the teacher researcher was given access to teach these two random intact groups for the organisational administrative sake. Accordingly, the study sample of the experiment involves two convenient groups of the third year EFL student from Batna-2 university.

In this experiment, as the teacher researcher was dispensed to the instruction of intact groups, it was necessary to go for a quasi-experimental design, which on the steps of Nuna (1992) embroils using one control group and one experimental group, with no randomised selection of subjects, and a pre-test and post-test. It should be noted that based on a randomised allocation, one of the groups is labelled "experimental", and the other "control". Yet, we tried to dodge considering working on the ready-made groups to avoid falling on inequivalent groups in their level of competency. we were accordingly obliged to adopt the matching pairs procedures, which is referred to when participants are arbitrarily preassigned to the control and experimental groups ; here, the

basic principal of the participants' assignment is that each member of the control group should be matched to a member in the experimental group in the maximum of variables that might have an effect on the study results (Cohen et al., 2007).

For the sake of approving the research external validity, and for the results to be generalised to the population of the study, the students of each group were allowed access to take part in the experiment depending on various factors, which are considered to be important in this research, mainly the students' performance on oral tests and exams as well as their current level of pragmatic competence. To this end, the matched pairs technique was implemented to assure working on two equivalent groups regarding their oral performance and their level of interlanguage pragmatic competence.

We first asked for the permission to access the students' previous year scores in the oral expression module from the department of English administration software. Then, the selection of matched pairs from both groups was inconspicuously carried out without causing any trouble to the prearrangement of the intact groups. Accordingly, the majority of the control members were matched with their counterparts of the experimental group in terms of their oral performance on the tests and exams of their second year. As not all the two groups members could be matched, we also attempted to rematch them on the basis of their performance on the WDCT used in the pilot study, which helped us definitely reveal all the existing matched pairs in both groups in terms of their current level of pragmatic competence. In fact, not all the students in the two groups could be matched so the teacher was obliged to deftly dismiss them from the analysis though they were allowed to attend their usual classes.

Thanks to the implementation of matching pairs design, we obtained 33 participants per each group of the experimental study. In view of that, the matching pairs technique permitted us to work on two fairly homogenous groups speaking of numerous independent variables, and this latter gives us the opportunity to condense the inconsistency issue in research. On the steps of Singh (2006), in the sampling of the experimental paradigm, the researcher should at least have 30

participants per each group, which is the case in the present study as it had 66 members for both the control and the experimental group, which is meant to be statistically enough to test the conjectured hypothesis. Later on during the treatment procedures, such sample was condensed to only thirty-one per each for it was recorded that one member from two different matched pairs in both groups happened to be absent for more than two times, and thus the two pairs were discarded from the analysis, yet they were still allowed access to their regular classes.

3.4.2.4. The Procedures of the Experiment

The crucial aim of the current investigation is to study the effect of integrating the Model of Dynamic Assessment as an explicit instructional pragmatics verses the non-DA model of teaching on third year EFL students' level of pragmatic competence, and for that an experimental design was required in carrying out this research. The course of the experiment, which lasted a ten weeks period of time, was launched by the submission of the pre-test to both the experimental and control groups at once. The students' answers to this test were analysed and structured to be prepared ahead as the results of the pre-test. It must be reiterated that the two groups were randomly allocated, one group was considered as a control and the other as the experimental group. These two groups proved to be homogeneous, sharing fairly the same features, particularly oral performance and interlanguage pragmatic competence level thanks to the use of matching pairs method. The treatment procedures took place right after the pre-test administration. It should be noted that both groups have been taught under the same program, the main aim of which was to improve third year EFL students level of pragmatic competence. This program mostly focused on the pragmalinguistic ability, the sociolinguistic sensitivity, the negotiation of meaning, and the politeness strategies. It attempted to maintain closely the same pattern with both the experimental and the control group, involving: debating, storytelling, presenting, interviewing and role play. The merely difference between the way the two groups were taught resides in the integration of the DA techniques and procedures as an explicit instructional pragmatics paradigm in the experimental group, which

mainly encompasses the use of the interventionist approach with both the sandwich and the cake format , the mediational strategies, end the ZPD assistance.

In the non- control group, the usual method of teaching oral communication was followed, along which students received no DA intervention, and more importantly no dependence on the pragmalinguistic and sociopragmatic sources in acquiring the aspects of pragmatics. Students in this group were given the chance to participate in different types of activities including debating, storytelling, classroom presentation, interviewing, and role plays in order to help them improve their oral communication skills, but the instruction was done without any DA-based intervention.

In the DA experimental group, students received interventions from the teacher-mediator while performing the oral communication tasks, which mainly rely on pragmalinguistic and sociopragmatic means to both assess and improve their interlanguage pragmatic competence. They were assessed and provided with the required assistance, which was accessible through the interaction between the students and the teacher-assessor. The instruction mainly focused on the DA-based intervention presented in Poehner and Lantolf's (2005) model.

Following the steps of Poehner & Lantolf (2005) in conducting graduated prompts paradigm, the teacher-mediator pursued simultaneous negotiation with the entire group for the purpose of co-creating multiple ZPDs and moving the whole group further in their ZPD. It should be recalled that such assumption, the implementation of DA procedures with several ZPDs, is at the heart of Vygotsky's SCT (1998) perspective, which refers ZPD to the best time when both the individual and group ZPD are equally addressed because the essence of teaching according to him is framed within school instruction and not with one-to-one education. In carrying out this experiment, the most challenging issue that the teacher-mediator has encountered was how to cooperate with not only one ZPD but rather several ZPDs in implementing the DA procedures. As a solution to such matter from the Vygotskian insight, the integration of DA procedures in oral courses has benefited from the more advanced peers' intervention in mediating individuals development.

The current experiment has been inspired from the studies of Poehner (2005); Ableeva (2010), which have established mediational strategies managerial scales. We opted for these regulatory scales of mediation since they have been developed within the context of assessing and assisting oral expression ability. Yet, for the sake of developing EFL students' pragmatic competence, these scales have been adapted on the basis of the main aspects set for the instruction of the oral course: the speech acts of request and apology, pragmalinguistic, sociopragmatic, meaning negotiation, and politeness strategies. As to the implementation of such regulatory scale, which encompasses several mediational strategies, it took place during the instruction and assessment of the pragmatic competence development and in the analysis of the teacher-mediator's interactions with the learners.

- ✓ Mediational strategies
- ✓ Approving/disapproving the Answer
- ✓ Replaying the Passage
- ✓ Collective and Affective Scaffolding
- ✓ Negotiating the meaning of the Excerpt
- ✓ Questioning the function of the Excerpt
- ✓ Providing sociopragmatic Clues
- ✓ Providing pragmalinguistic Options
- ✓ Identifying the mitigating Strategies
- ✓ Comparing with the First Language Use
- ✓ Providing an Explicit Explanation

It seems now obvious that this scale gradually moves from the most implicit to the most explicit form when trying to mediate the students' learning process. It is also observable that the teacher can select more than one form from the scale, depending on the student's need in that situation. The interventionist approach is somewhat similar to a particular form of static assessment, which refers to the ways regular help are provided, gradually moving from implicit to explicit

supervision. In this respect, the researcher tried to depend on both sandwich and cake formats of Sternberg and Grigorenko's (2002) interventionist approach, and sometimes resort to the interactionist procedures when necessary to increase students' interaction, and thus avoid overlapping with the forms of static assessment. When the treatment phase was over, the researcher submitted another WDCT similar to that of the pre-test. All the participants in both groups have answered the DCT questions, which served as the post-test answers. Students' answers were then coded, analysed, and compared with the pre-test results. The course of the treatment is best detailed in the following stages:

In the design of the experiment course, we attempted to implement the dynamic assessment procedures to the experimental group, pretending to follow the same steps with the control group, but with a placebo effect. In both groups, we mainly focused on the instruction of interlanguage pragmatic competence aspects, with a particular focus on the speech acts of request and apology realisation. In view of that, students from the two groups were subject to the same content as well as the same type of learning tasks in an attempt to develop their level of interlanguage pragmatic competence. Thus, the experimental study was designed depending on the interventionist approach to dynamic assessment, which is concerned with the psychometric properties of instruction procedures including both Brown and Ferrera's (1985) graduated prompts and Budoff's (1987) learning potential assessment, or in the view of Sternberg and Grigorenko (2002) sandwich and cake formats. This approach in the view of Lantolf and Poehner (2004) implies the implementation of a prearranged collection of hints to be used gradually along the instruction process to help students reach their full potential. The chosen learning tasks were meant to create a somewhat natural learning environment to help students freely communicate their views and opinions exactly as they do in their daily life.

In this sense, students were given the choice to participate in different learning tasks after being exposed to an authentic material of real-life communication, be it an audio, a video, a movie, or a short story. This offered them the chance to practice the language appropriately being

scaffolded with the given materials. Participants were also permitted to work in groups or in pairs, depending on the learning task requirements. This way students had been able to help one another to overcome their difficulties, and to get to their proximal development working all together in a safe environment. In the non DA group, however, students were exposed to the same content and the same learning activities, assuming that they were having the same treatment but with a placebo effect.

In light of that, we designed an oral communication syllabus based on the dynamic assessment approach, which is grounded in the sociocultural theory. The program was initiated with familiarising learners with two prevailing issues in pragmatics including: the confusing intersection between pragmalinguistics and sociopragmatics (Rose, 1999), and the three important social factors introduced in politeness theory (Brown & Levinson, 1987). To this end, the treatment phase was divided into three stages reflecting different aspects of pragmatic competence. Moving from a stage to another, students from both groups were subject to a progress test to evaluate their improvement along with the treatment implementation. The use of these progress tests have helped the researcher to expect the results of the treatment and to add some changes when necessary.

3.4.2.4.1. The First Stage

This stage, which lasted three weeks was meant to raise students' awareness about the importance of acquiring the pragmatic elements of the foreign language along with the acquisition of its linguistic aspects. It started with an introduction to the English foreign language culture aiming at eliciting its cultural components, including politeness strategies and speech acts realisation, focusing more on the cultural differences between their native language and the target language. Then, every cultural component was discussed in a separate lesson based on the exposure to an authentic material involving the subject matter. The control group in this regard have benefited from the lessons of the cultural components, which were presented with no DA interventions. the experimental group however have been more advantageous as they have been exposed to these

components in a rather natural setting which represents a platform for the dynamic assessment approach.

In this stage, students had a general overview of the pragmatic elements of the foreign language including the different types of speech acts: speech act of disagreement, complement, and complement response as well as the speech acts of request and apology, which represent the main focus of this investigation. The teacher's role in view of that was to pay the students' attention to the social factors that govern any speech event depending on Brown and Levinson's (1987) universal usage of politeness. The main activities that students perform in this stage are in what follows:

At first, participants were asked to read short stories and to watch films of their choices, preferably of the same title to extract the maximum of the EFL cultural components discussed previously, and to present a short summary to their fellow students for classroom interaction and teacher intervention. Then, they were required to select a historical landmark, an important event, or a proverb of the British or the American culture to discuss with their classmates in order to keep them acquainted with the foreign language culture. It should be reiterated that they were allowed to work in pairs or in groups, and to perform the given tasks in a form of a debate, a presentation, or a classroom discussion to be able to use different speech acts to get ready for the next stage.

It should be noted that the teacher researcher had asked for permission to record some lessons to be able to evaluate students' progress and to use them for the analysis of the mediational strategies used to boost their interlanguage pragmatic competence. Students in return were allowed to record themselves for self-assessment purposes. Following clear objectives in each lesson, the teacher has deployed a predetermined list of mediational strategies along with certain pragmatic tasks to help students move to their zone of proximal development. At the end of this stage, the first progress test was submitted to both groups to evaluate their level of awareness concerning speech acts realisation.

3.4.2.4.2. The Second Stage

This stage was devoted to extend third year students' perceptions of the speech acts of request and apology occurring in a natural setting, focusing mainly on the development of students' pragmalinguistic and sociopragmatic sensitivity to the foreign language. The crucial aim of this three-week stage was to help students improve their sense of meaning negotiation especially in terms of speech acts elicitation, highlighting the main differences between pragmalinguistic and sociopragmatic sources held by the speech event requirements (Mey, 2001; Kasper & Rose, 2002). It served as a shift from covering the general pragmatic components of the foreign language to focusing only on the speech acts of request and apology. This unit tried to foster students' ability of recognising the speech acts of request and apology in their use, identifying the main criteria of good request and apology, as well as extracting the major differences between their native language and the foreign language way of speech acts realisation. It must be recalled that students from the control group have been exposed to these very same notions but without any DA intervention or authentic material exposure.

In this stage, participants were required to listen to or watch different types of interviews to reveal all the used speech acts of request and apology in order to familiarise them with their various usage. The teacher's role in this concern, was to mediate students' interaction, focusing mainly on their usage of the given speech acts. She made an effort to create a fairly safe learning atmosphere to help students move to their full potentials. Although the current study has implemented the interventionist approach to dynamic assessment with both the cake and sandwich formats as labelled by Sternberg and Grigorenko (2002), the researcher found herself obliged to lean sometimes to the use of the interactionist approach because the mediation sporadically emerged from the classroom interaction and not from the predetermined list of hints. At the end of the second stage, students from both groups were subject to the second progress test to investigate their improvement in terms of speech acts realisation. In this progress test and the previous one, we used two different yet similar discourse completion tests to elicit students use of the speech acts.

3.4.2.4.3. The Third Stage

This four-weeks stage was dedicated to the development of students' ability to perform the speech acts of request and apology. Its main purpose was to help students perform both speech acts in an inventive situation of their own imagination.

In this unit, the intervention was mainly implemented in a form of predetermined list of hints. Whereas, the pre-test, treatment, post-test format was applied only once when students were asked to send an email to request an important person to attend an interesting event, then, to message the same person to apologise for cancelling the event. After receiving an intervention in this concern, they were asked to do the same task at the end of the session, and to compare their different ways of performance.

In this stage, participants were asked to perform a role play of their creation, or an adapted one where they need to include a maximum number of speech acts of requests and apologies. The attendees were allowed to comment on, complement, and encourage their fellow students' performance; they were even permitted to videotape their classmates. The teacher's role was always mediating the students' interaction, practically focusing on their speech acts realisation. It is worth stating that during the treatment phase the participants did not get the chance to perform all types of tasks, but they were all given the opportunity to participate in at least two types of tasks. Even the participants from the control group were given an equal chance to perform those types of tasks but with no DA intervention and no previous exposure to the target culture. The end of this stage was marked by the submission of the post-test.

3.4.2.5. *The Experiment Validity and Reliability*

As previously seen, the success of the entire investigation is defined by the assurance of both faces of the experiment validity (Nunan, 1992). On the one hand, the internal validity, if certified, it would serve as a solid proof that the change in the dependent variable is the result of the manipulation of the independent variable. To this end, the researcher tried to exercise control over almost all factors that might disturb the experiment internal validity including: the timing of

every session, the number of sessions, the number of participants, and the course content, and maintain them equivalent in both groups. It was then advocated that the maximum of the extraneous variables were kept under control where both groups sustained homogeneity along the treatment period to be able to attribute any ensuing change in the dependent variable to the intervention of the independent variable.

The external validity, on the other hand, which is directly concomitant with the generalisation of the research findings rather than the boundaries of the experimental setting was hopefully objectified by the randomised allocation of the control and the experimental groups as well as, the attempt to homogenise them using the matching pairs technique.

As far as the participants' behaviours have a great impact on the experiment procedures, the researcher tried to shrink the control group members' perceptions about themselves as being unbeneficial and disadvantageous through the use of the placebo effect. In this respect, the real difference between the two groups was effectually kept mysterious where both the experimental and the control groups considered themselves as advantageous since they received a similar treatment, but with a placebo effect for the control group by focusing on the pragmatic aspects of the target language without any reference to the dynamic assessment approach. Yet, with all the effort to exercise over the external variables, the human nature of research has always been challenging for researchers to fully control some behavioural variables.

3.4.2.6. The Experimental Study Instruments

Methodically speaking, the choice of the most appropriate research tool mirrors the required type of data collection and analysis along with the nature of the research approach. In view of that, testing signifies the main research tools of the experimental study as it helps in examining the effectiveness of the treatment, offering numerical data that reveal any significant difference between the experimental and the control groups performance. In this phase, therefore, data were collected by means of different discourse completion tests for both the pre-test and the post-test.

Yet, in order for the experiment results to be consistent, the incorporated tests must be valid as the test is meant to measure what should be measured (Brown, 2004). In this sense, the test appropriateness is defined by three key criteria, namely: practicality, reliability, and validity. Firstly, a practical test means that it is easy to administrate, evaluate, and score, taking into account time restrictions and financial confines. Secondly, a reliable test stands for a steady and unswerving test, which is if corrected by the second or a third rater, would yield fairly similar scores. Thirdly, a valid test has to test what is supposed to test (Brown, 2004).

3.4.2.6.1. The Written Discourse Completion Task

In the measurement of the pragmatic competence, or the interlanguage pragmatic competence, the Discourse Completion Test/Task is considered to be the most useful tool for delving the pragmatic aspects adopted by language users. A Discourse Completion Test/task DCT refers to the pragmatic testing tool, which is composed of incomplete dialogues requiring fulfilling accounts (Blum-Kulka & Olshtain, 1984)

Depending on the given situations that are fully described in terms of the type of speech act, the social context, the nature of relationship between the correspondents, and the degree of imposition, participants are required to react accordingly following the social factors proposed by Brown and Levinson's (1987) politeness theory.

The DCT was first designed by Blum-Kulka (1982), then, adopted and developed by many researchers in the field of pragmatics, considering it as the most prevailing tool in assessing second and foreign language speakers' pragmatic competence. Yet, it must be admitted that the DCT, mainly the written one WDCT, was subject to a great deal of criticism regarding its unrealistic performance of the test takers. Despite all the criticism raised against such testing instrument, it has always been qualified as the most useful data gathering tool in reporting pragmatic performance among FL and L2 learners. In this research, the adopted WDCTs were designed based on Blum-Kulka & Olshtain's (1984) and Blum-Kulka's et al. (1989) Cross-Cultural Study of Speech Act Realisation Patterns (CCSARP). They mainly focused on the elicitation of two speech acts, request

and apology. We opted for these two speech acts as they particularly imply expressing high degree of politeness, and both represent the most required speech acts in the students' teacher's interaction in the academic setting.

3.4.2.6.1.1 Description of the WDCT used in the Progress Tests

The first WDCT, adopted from Birjandi and Rezai (2010), was used in both progress tests. It was adapted on the basis of the CCSARP project aiming at eliciting students' requests and apologies realisation. It encompasses 20 situations, 10 for requests, and 10 for apologies, all of which might happen in the classroom setting between the students and the teachers. After adapting the given WDCT to the Algerian EFL students' needs, the 20 situations were reorganised, and divided into two different tests, each of which includes five requests and five apologies to be used for both progress tests.

The progress tests, as the name implies, were meant to assess students' progress during the course of the treatment. They were submitted to both the experimental and the control group in order to reveal any differences between the two groups' improvement along with the treatment process. Assuming that these progress tests are somewhat identical as they have been extracted from the same WDCT, which were based on multiple choices (MCDCT) at first place, they tended to gradually assist the participants' development during the treatment phase.

As previously discussed, the adopted WDCT was organised into two parts, each of which was dedicated to the elicitation of a different speech act. The selection of every situation was determined by its authentic use in the classroom setting as it is strongly possible to happen to any EFL student with his/her teacher. In both tests, students were asked to provide some information about their personal profile, including : pseudo name, age, and gender to be used for coding purposes as only the matched pairs from both groups are taken into consideration in data analysis. They were, then, given a clear instruction about how they are supposed to react to the given situations. Henceforth, the choice to integrate all these situations in both tests could be explained as follows:

The first set of situations in both tests was devoted to the elicitation of the speech act of request, covering five different scenarios, which are meant to occur in the classroom context. In progress test one, students were expected to make a request for different things from their teachers. They have been set in authentic scenarios where they were supposed to request their teachers to do an unexpected thing for them.

The scenarios where students need to perform a request include what follows: asking for clarification about something the teacher just explained, asking the teacher to turn up the T.V for not being able to hear what is played on it, asking the teacher to use a different colour as the used one is really disturbing, asking the teacher for a brief explanation about something the student miss for being absent, and asking the teacher to change the date of the exam for having another one on the same date.

In progress test two, however, students had to achieve requests for the following set of situations: asking the teacher for the power point file used to teach writing, asking the teacher to check the exam paper again, assuming to have a better score, asking the teacher to write a recommendation letter to urgently apply for a job, asking for the teachers' phone number, and asking for an appointment with the teacher.

The second set of situations in both tests was then meant to evoke the speech act of apology involving five different scenarios that are likely to take place in the classroom setting. In the first progress test, participants were asked to apologise for several acts that they encounter with their teachers. Students were also put in authentic scenarios where they have to make an apology.

They had to apologise for the following acts: coming late for an important class, not preparing the midterm project, sleeping in the class while the teacher is teaching, interrupting the teacher while explaining to ask a question, and having cell phone suddenly starts ringing loudly amid a very serious discussion in the class.

In the second progress test ,however, students ought to apologise for the following misbehaving actions : having to interrupt the teacher for an early leave for an urgent appointment

with a family doctor, talking to a classmate while the teacher is teaching , have been caught daydreaming in the class and lose track of what the teacher has said, not being ready for the class and not being able to answer the questions given by the teacher, and accidentally spilling a cup of coffee all over a borrowed book from the teacher.

3.4.2.6.1.2 Description of the WDCT used in the Pre and Post-tests

The second WDCT that was originally designed on the basis of the CCSARP project to evoke students' requests and apologies realisation, was adapted to be used for both the pre and post-tests. From the given WDCT, 10 situations have been chosen to be used for both tests, five for the pre-test and another five for the post-test. Every situation is sectioned into two parts, the first for request, and the second for apology. After adapting the given WDCT to the Algerian EFL students' needs, we obtained two different tests, covering five similar situations in terms of directness, formality, distance, power ,and rank of imposition.

It should be stated here that the selection of all situations was defined by their authentic usage in the real life. In both tests, we tried to use various social contexts as they can predetermine the speech act performance, regarding the use of politeness strategies and the strength of the speech act (Brown & Levinson ,1987). Therefore, the various social contexts used in the five situations for both tests were determined by the frequency, directness, formality level, distance, power, and rank of imposition. The choice of every situation in both tests is explained in details in the following:

In both tests, a clear instruction was provided about the expected way of performing the given situations, which are then described in details one at a time. As previously seen, every situation is composed of two scenarios, the first is used to evoke the speech of request, while the second is used to apologise to the same person who has already accepted the request. Moreover, all the different five situations in the pre-test, which encompass both scenarios of request and apology altogether, have fairly comparable situations in the post-test in terms of social context, which is drawn by the directness, formality, distance, power, rank , and degree of imposition (Brown & Levinson ,1987).

The First situation in the pre-test (with the manager), the request scenario is illustrated as:

“Suppose your car has just broken down and you need to pick up your father from the airport urgently. There is no other means of getting there but by car. You go to your manager’s office at work, with whom you get on well, and ask him/her to borrow his/her car. What would you say to him/her?” As it seems, this is a collaborative scenario between an employee and a manager at work where the requester, having a relatively lower power and approximately no social distance, is required to deliver a higher imposition request of favour asking, which can be deemed as infrequent and informal. The requester, here, is expected to pay attention to the social factors in delivering his/her request, and thus rely mainly on the sociopragmatic sources required in such speech event, and to include certain mitigating strategies to convince the requestee, particularly because the demand is of high imposition.

In the same setting, having an accepted request, the requester needs to complete an apology scenario, which states: “Having picked up your father from the airport with your manager’s car, you meet with an accident on the way back to office which resulted in a broken headlight and a bent bumper. Once back at the office, you return the keys. What would you say to him/her?” In this scenario, the student, performing the role of the employee with his/her manager at work, has to make a strong apology for the car damage that he/she was responsible of, selecting the appropriate apologising strategies including: offering repair, taking responsibility, and explaining the cause to restore the addressee’s face (Brown & Levinson, 1987). He/she is also required to adopt some intensifiers in order to strengthen the apology, expressly as the act does not frequently take place in our daily life (Blum-Kulka & Olshtain, 1984).

The First Situation in the post-test (with the teacher), the scenario of request states: “As a university student, you need to get a book from the library to finish your assignment on time. The library is closed and there is only one person you know who has the book you need, one of your lecturers. On the way to his/her office you meet him/her in the hallway. What would you say?” As illustrated, it is a communicative scenario between a student and a teacher where the requestee of a

relatively lower power, and a socially higher distance, is supposed to formulate an unfrequently formal favour asking request, which is of higher imposition. The requester is also required to deliver such request with a great deal of attention to the social variables because the requestee is his/ her teacher, and therefor choose the most fitting sociopragmatic sources of the target language, and to display a high level of politeness to get the request accepted.

In the same situation, after getting the request accepted, the requester has to perform a scenario of apology, which reads “As You have borrowed the book from your lecturer which you have promised to return today. When meeting your lecturer in the hallway, you realise that you forgot to bring it along. What would you say to him/her?” The student is also expected to formulate a formal apology, which requires offering repair and/or forbearance, and taking concern for the hearer to remediate the situation. He/she is also required to show certain degree of politeness, and to express the real meaning of regret to soften the situation.

In the Second situation in the pre-test (with a new trainee at work), which is articulated as: “Suppose you have been working for a company for some time now. One of the new trainees has brought his/her brand-new laptop to work. You ask him/her to use it for a while. What would you say to him/her?” As we can see, this scenario evokes a permission request occurring in an informal and rather frequent scenery to be performed by a higher power requester. What is special about this scenario, however, is that it takes place between two complete strangers, which compels the requester to increase the level of politeness, and incorporate a sort of extenuating expressions into the request in order to avoid looking rood and too direct.

In the same setting, after being able to get the requestee accept the request, the requester is expected to act a scenario of apology, which reads: “The new trainee has lent you his brand-new laptop to use for a while. Trying to answer the phone, you accidentally drop it on the floor and smash part of the screen. What would you say to him/her?” In this scenario, though the employee is of a higher position over the trainee, he/she has to make a strong apology for having causing a serious damage to the laptop, which requires at least an offer of repair and a concern for the hearer.

He/she is also required to take full responsibility of the occurring action depending on certain intensifiers to reinforce the apology as the addressee is a complete stranger.

The Second Situation in the post-test (with a trainee at work), expressed as: “Suppose you are a secretary of a company for some time now. You go to the desk of a new trainee and ask him to answer the telephone while you leave for a few minutes to attend to another urgent matter. What would you say to him/her?” Similar to that of the pre-test, this scenario evokes a permission request, which takes place in an informal and rather frequent scenery where the requester is of a higher power and high social distance. What is required from the requester in such scenery between two new acquaintances is to augment the politeness level in order to lower the degree of imposition on the addressee, and give him/her much freedom to accept or decline the request.

In the same setting, after getting an accomplished request, the requester has to achieve an apology scenario, worded as: “After attending to the urgent matter you return and realise that you had been gone for more than an hour and a half later. What would you say to him/her?” This situation, similarly, compels a good apology for disrespecting a social norm, which, though the speaker is of a higher rank, necessitates at least an offer of forbearance and a concern for the hearer to restore the situation. The speaker is also expected to include some internal and external intensifiers to strengthen the apology, and protect both his/her face along with the addressee’s one.

The Third Situation in the pre-test (at work with a colleague), the request scenario is described as: “ Suppose you have been put in charge of a very important project at work. Your colleague has already booked a ticket to go on holiday. You realise you will need all members of staff to finish the project on time so that you ask him/her to stay. What would you say to him/her?” The situation at hand is assumed to be a negotiation request, occurring between two colleagues of an equal power in a business setting, expecting the requester to perform a more formal request as it appears to be of higher imposition, and less frequent. The requester, in such situation, has to pay a great deal of attention to the selection of the appropriate sociopragmatic aspects in performing the

request, and hence, depend on certain mitigating strategies to soften the degree of imposition and convince the addressee to accept the demand.

In the same setting again, after being able to perform a successful negotiation request, the requester is urged to realise a new apology scenario, cited as: “According to your request, your colleague accepts to cancel his/her ticket. He/she stays to help you with the important project at work. Afterwards, the manager of the company asks you to stop a part of the project on which your colleague is working due to lack of fund. What would you tell your colleague?” In performing such scenery, the speaker has to acknowledge the addressee’s face- want not to be offended, by taking responsibility, explaining the cause, and taking concern for the hearer. He/she is also urged to incorporate some intensifiers to support the apology as the violating act tregers a great loss to the addressee.

The Third Situation in the post-test (at work with a colleague), the request scenario is formulated as the following: “Suppose you have been put in charge of a project at work. You go to the desk of a colleague and ask him to type a few letters for you. What would you say to him/her?” Like the preceding situation in the pre-test, this one is also so-called a negotiation request, taking place in a business setting between two colleagues of an equal power where the requester is supposed to be more formal, performing a less frequent request of higher imposition. The requester, then, has to meticulously select the most relevant pragmalinguistic and sociopragmatic aspects of the target language in performing the request including politeness strategies in order to protect the hearer’s face, and limit the degree of imposition.

In the same setting, after succeeding in getting the negotiation request accepted, the requester is expected to complete an apology scenario, which is quoted as: “Your colleague comes to your office with the typed letters you asked him/her to type. When he/she gives them to you, you realise you have given him/her the wrong letters. What would you say to him/her?” Similar to the pre-test, performing the apology in such situation, requires the speaker to take responsibility

admitting that the addressee's face has been offended at the cost of his/her face. The speaker is also recommended to integrate certain intensifying expressions to strengthen the apology.

The Fourth Situation in the pre-test (on the bus with a passenger), the scenario of request is described as follows: "Suppose you are on a bus with your little sister. Although there are plenty of seats on the bus, but there is not any two-seater seats that are available. You ask a passenger who is sitting on his/her own on a two-seater to change seats with you so that you can sit next to her. What would you say to him/her?" This suggests a favour asking request, which is meant to be completed in a somewhat formal way for taking place between complete strangers despite of being frequent request with higher imposition. In view of that, the requester is expected to opt for the most appropriate requesting strategies in order to minimise the degree of imposition on the addressee, and save his/her face. What is required from the requester in such scenery between two new acquaintances is to augment the politeness level in order to lower the degree of imposition on the addressee, and give him/her much freedom to accept or decline the request.

In the same conditions once more, after the accomplishment of a fruitful favour asking request, the requester is supposed to formulate another apology scenario, which reads: "A passenger has agreed to change seats with you so that you are able to sit next to your sister on the bus. While changing seats you accidentally tread on the passenger's toe. What would you say to him/her?" This situation, as it seems, necessitates an apology for causing harm to a stranger though it is a rather frequent act, which accidentally took place. The social norms, here, oblige the speaker to at least take concern for the addressee to restore the situation. The speaker is highly advised to show certain degree of politeness for the sake of intensifying the apology, and protecting the hearer's face.

The Fourth Situation in the post-test (with a new neighbour): the scenario of request recites: "Suppose you do not have a car. You ask a neighbour whom you do not know very well to help you move some things out of your apartment with his/her car. You do not have anyone else to ask since everyone you know appears to be on holiday and you have no money either to hire someone who can help or to arrange transport. You see your neighbour in the lobby and go to ask him/her for

help. What would you say to him/her?" This scenery, similar to that of the pre-test can be considered as a favour asking request to be formally performed as it befalls between two completely different strangers. What is expected in such scenario of higher degree of imposition is rely on different mitigating strategies in order to protect the addressee's face in responding to the request.

In the same circumstances again, after managing to realise an effective favour asking request, the requester is expected to realise another apology scenario, mentioned as: "Your neighbour has agreed to help you move some things out of your apartment with his/her car. Once in his/her car, you notice how clean and spotless the car is. While turning round, a bend a bottle of oil which was amongst your belongings falls onto the back seat, and its contents are spilt all over the seat. You both notice it. What would you say to him/her?" Opposed to the pre-test, the situation at hand compels the speaker to perform a rather strong apology as the occurred act seems to be more destructive. The speaker is thus obliged to restore the situation by offering repair and taking responsibility even at the cost of his/her face. He/she is therefore required to strongly intensify to the apology to protect the face of both counterparts.

In the Fifth situation in the pre-test (with a friend), the scenario of request is structured as follows: "Suppose a friend of yours has a house in the countryside. You want to go on holiday somewhere to relax for a week. You know nobody is going to be in the house for at least two weeks. You meet your friend in a pub, and seek permission from him/her to stay in his/her country house for a week relax. What would you say to him/her?" As we can see, this implies a favour asking request, which happens in a somewhat friendly setting between two friends of the same power and no social distance. Yet, this kind of request is unfrequently performed, which compels the requester to include certain mitigating strategies in delivering the request in order to protect his/her face along with the addressee's one, and to get him/her accept or politely decline.

In similar conditions, after succeeding in getting the request accomplished, the requester is urged to perform another apology scenario, expressed as: "During your stay in your friend's house in the countryside, you dropped black ink on a very expensive carpet and you could not get rid of

it. At the end of the week, you go to his/her house to return the house keys. What would you say to him/her?" As it seems, the given situation forces the speaker to make a very good apology for the caused incident, which appears to be a serious damage. The speaker, though with his/her friend, is urged to bring the situation back by at least offering repair, explaining the cause, and taking responsibility to acknowledge the addressee's face being offended. He/she is also required to incorporate some intensifiers to protect his/her face along with the addressee's one.

The Fifth Situation in the post-test (with a friend as well), the scenario of request is expressed as: "You have received a lot of house bills which are due for payment. You do not have any money. You cannot ask your friends for money because you had already asked them for another purpose. You desperately need to pay these bills otherwise you will not have any electricity, gas or telephone service. You go to one of your friends and ask him/her for the money. What would you say to him/her?" As it seems, this is an informal favour asking request requiring a minimum degree of imposition as it happens in a rather friendly setting between two friends of equal power and lower distance. The requester, however, is expected to exhibit a high degree of politeness in performing his/her request in order to convince the requestee, and to protect the face of both counterparts.

In the same situation over, after getting the favour asking request accepted, the requester needs to articulate another apology scenario, stated as: "Your friend has lent you some money that would enable you to settle your bills. You had promised to return the money in a week. After three weeks, you go to him/her to return the money. What would you say to him/her?" This situation, as opposed to that of the pre-test, implies apologising to a friend for violating a social norm. Such situation compels the speaker to at least take concern for the addressee to remediate the tension at his/her cost. He/she is then recommended to incorporate some intensifiers to strengthen the apology to bring the situation back. Last but not least, all the apologies situations in both tests, along with the potential strategies and the intensifiers require the integration of an IFID which stands for the pragma-linguistic realisation of an apology. the Procedures Followed for the Analysis of the Experimental Study Data

Before going on the procedural steps of implementing the adopted coding schemes to examine the speech acts under investigation, a note on terminology is methodologically required, and this refers to the design of the rating scale needed for the evaluation and interpretation of some interlanguage pragmatic aspects. the design of the given rating scale is as such mainly based on the practical definition of interlanguage pragmatic competence offered by Rose (1999), which is qualified as the ability to use the conventionally accessible linguistic resources (pragmalinguistics) in a contextually accepted manner (sociopragmatic). Differently put, this competence is often associated with the predominant substitutes including: Pragmalinguistic ability and Sociopragmatic sensitivity.

3.4.2.7.The Description of the adopted Rating Scale

For the purpose of measuring the development of intangible concepts like that of the interlanguage pragmatic competence, the researcher has to lend them to their own tangible behaviours that can be assessed in a concrete way. In the current research, in an attempt to constrain the conceivably inconsistent interpretations, a well determined rating scale was of a paramount importance. Accordingly, on the basis of the previously constrained interlanguage pragmatic competence definition , proposed by Rose (1999), a well-organised Rating Scale was implemented, covering four substitute observable behavioural competencies that could be qualified as sign sure aspects of the development of interlanguage pragmatic competence. These aspects could be explained in details in what follows:

The pragmalinguistic ability: In interlanguage pragmatic, following Kasper's (1997) view, denotes all the available linguistic behaviours, the habits, and the direct and indirect strategies that are used to either soften or intensify the communicative acts. It always refers to the language users' ability to manipulate the different choices of language use and appoint them to their linguistic knowledge asset. Thus, the pragmalinguistic competence is presumed by the language user ability to intelligibly understand and produce the conventional language that is socially accepted(Kasper & Rose, 2002).

On the steps of Kasper (1997), in interlanguage pragmatics, sociopragmatic ability means the perspectives of the socially accepted communicative action in a certain context. It also denotes the language users' ability to perceive cultural differences between languages. Like the pragmalinguistic aspect of the language, the language user sensitivity to the socio-cultural norms across languages can be a clear indicator of the interlanguage pragmatic competence.

The negotiation of meaning: similar to the aforementioned aspects of interlanguage pragmatic, the language user ability to negotiate meaning could be viewed as a solid support that enables the TL user to interculturally communicate different intentions in various situations. IN this concern, meaning negotiation refers to the language users' ability to understand what is meant and not what is said, to fairly construe the unpredicted linguistic behaviours to avoid any misunderstanding. The negotiation of meaning also presumes the language users' strategic competence, which involves rendering what is said to its relevant context, and scrutinising the speaker's own perceptions about what is meant (Thomas, 1983; Leech, 1983).

The politeness strategies: as a pragmatic construct, is based on the premise that a speech act is often face threatening to either the speaker or the addressee (Brown and Levinson, 1978). Following their model, the language user's politeness can be measured on the basis of the FTA severity including the following factors: The social distance of speaker and hearer; The relative power of (S) and (H); and The absolute ranking of imposition in the particular culture.

All the aforementioned tangible interlanguage pragmatic abilities involving (the pragmalinguistic, the sociopragmatic, the meaning negotiation, and the politeness)strategies) are taken into consideration in the WDCT analysis across the different steps of the experimental investigation, including: the pre-post-tests and the progress tests, and this implies that the adopted tests are meant to evaluate what should be evaluated. These very same concepts represent the cornerstone of the treatment procedures as they are altogether grounded in the SCT theory.

Before moving a step forward to the detailed explanation of the coding schemes used for the elicitation of the speech acts of request and apology, the readers' attention must be focused on the

way these speech events are realised, and this can be proved through the implementation of a well-designed rating scale of interlanguage pragmatic aspects. Such rating scale was of a paramount importance to practically assess third year EFL students' interlanguage pragmatic competence, which is the ability to use the conventionally accessible linguistic resources in a contextually accepted manner. henceforth, this rating scale was required for the qualitative examination of the interlanguage pragmatic competence, and the coding scheme was implemented for the quantitative analysis of the speech acts realisation. Differently put, the elicitation of the speech acts realisation was based on the qualitative and practical implementation of the given rating scale, and on the quantitative and standardised extrapolation of the approved coding scheme. Yet, it should be noted that both the rating scale and the coding scheme were implemented in parallel because they are mutually interrelated.

3.4.2.8. Description of the adapted Coding Scheme

The main interest in the current investigation was to develop a well-designed coding scheme for analysis to insure the content validity of the research findings. The adopted coding scheme was outlined on the basis of the operational description of the given speech acts, taking into account all the displayed behaviours of each speech act. It was then made sure that all the items and the categories under each coding were designed based on the observable features of the speech acts of request and apology respectively.

3.4.2.8.1. The Coding Scheme for the Speech Act of Requests

In pragmatic research, the speech act of request is undeniably the most studied pragmatic speech act among all the other ones. This could be justified by its particular attribute of being one of the most face-threatening speech acts (Brown and Levinson, 1987) since whenever a request is made, the hearer's negative face is threatened, having his/her freedom of action overstepped. In an attempt to protect the hearer's face, the requester is supposed to opt for the use of some of the various mitigating strategies adopted from the politeness principle in favour of a satisfactory response to the request.

Yet, similar to the majority of the culture-bounds speech acts, the request strategies are immersed in the culture origin of the speaker where both the pragmalinguistic and the sociopragmatic aspects of the foreign language are different from that of the native one, and thus the face-threatening is likely to increase during intercultural communication.

The analysis of speech act realisation following Blum-Kulka and Olshtain (1984) is utterance based, which can be split into sequences depending on the importance given to each part in realising the intended speech act. In the examination of the speech act of request for instance, the utterance can be divided into three main sequences including the address term, the head Act, and the Adjuncts to the head act.

For the quantification of the request realisation results, the advocated coding scheme was organised into various units of analysis in correspondence with the request taxonomy proposed by Blum-Kulka et al. (1989) in the CCSAR Project. In the given coding scheme, the request is split into three main rudiments, which are labelled as: the alerter, the head act, and the supporting move, each of which incorporates some modifiers and strategies encompassing altogether the degree of directness, detailed in the following:

As to the alerter, it can be used in a form of an address term, mentioning the hearer's name, status, or relationship with the speaker to get his/her attention before the delivery of the request. The term of address can be displayed either with the attention getter for instance: (please, excuse me, or sorry), or without it, yet for a better request, both the address term and the attention getter are required.

Regarding the head act, the crucial element for the realisation of the request can be articulated ranging from The most direct, including: imperatives, performatives, and the hedged performatives; the conventionally indirect level including the query preparatory and the suggestory formular; and the Non-conventional indirect level including: strong and mild hints. It should be noted though that a request is measured through the relative degree of directness, which suggests

that The more the request act is indirect the less the imposition is. This implies that a good request is termed by softening the imposition using hedges and intensifiers.

Concerning the adjuncts to the head act, the supporting moves, according to Blum-Kulka and Olshtain (1984); Blum-Kulka et al. (1989), they are required to support the head act, and to give rationality to the assumed speech act. They can be displayed as: checking on availability, getting a precommitment, grounders, sweeteners, Disarmer, and cost minimiser.

Checking availability: an expression preparing the hearer for the request by checking his/her availability or asking his/her permission before the delivery of the request.

The grounder: an expression encompassing reasons, explanations, or justifications that either precede or follow the head act.

Disarmer: an expression to take concern for the addressee, often considered as imposition minimiser

The precommitment: an expression to get the hearer precommitment, avoiding any potential refusal.

In light of what has been said, all These elements of request are, culture-bound, and thus they seemingly provoke a sort of discrepancy between the native and the target cultures, and therefore affect the students' interlanguage pragmatic performance.

3.4.2.8.2. The Coding Scheme for the Speech Act of Apology

Similar to the speech act of request, apology has the lion's share in pragmatic research as it stands for the protection of the hearer's positive face. As apologies are culture bound speech acts, fluctuating from a culture to another, they often bring about intercultural miscommunication (Blum-Kulka and Olshtain, 1984) . Trying to overcome the communication failure withing the same culture or at the intercultural level, language users are expected to deploy one of the several mitigation strategies of the politeness principles to protect both their own face and the addressee's face.

Blum-Kulka and Olshtain (1984) indicate that apologies are post-event acts that compel the speaker to perform an apology after being involved in violating a social norm. apologies , in view of that, force the speaker to lose his/her face to support the hearer, whereas requests might cause the loss of face for both. The speaker has to make an apology act either for doing X, abstaining from doing X, or for intending to do x. X can be perceived at least by one of the parties involved as a violation of the social norms.

They further added that apologies are demarcated as a type of speech acts which are required for the resolve of the miscommunication intending to ask for forgiveness for misbehaving . In the same perspective, they are defined as the speech act which: explicitly or implicitly hold accuse to the speaker performing the apology. In interlanguage pragmatic competence, the linguistic behaviour assigned to apologisingdiffers from one culture to another in terms of the deployed strategies as well as the occurrence of apologising. Furthermore, like the speech act of request, apologisingis qualified by the excessive use of the politeness strategies which represent high level of cultural differences.

Similar to the speech act of request, the coding scheme used for the analysis of apology is also based on the taxonomy of apologisingstrategies proposed by Blum-Kulka et al. (1989) in the CCSAR Project. Concerning the units of analysis, the adopted coding scheme segmented the speech act of apology into three different axes, covering a range of modifiers and strategies. The formulation of a good apology, in addition to the use of an IFID, is based on the selection of the appropriate strategy from the 4 potential strategies for performing an apology. First, explicit illocutionary force indicating device (IFID) which refers to the “routinised formulaic expression of regret” implies the selection of a performative verb, including: (be) sorry , apologise , regret, excuse, pardon, and forgive. Second, the potential strategies for apology realisation are indicated by The use of an utterance which refers to a series of four different propositions.

The cause for X: An explanation of the cause which brought about the offence.

The responsibility for X: An expression for the S’s responsibility for offence.

The offer of repair: an expression of S's willingness to offer repair for X.

The promise of forbearance: an expression of promise x will never happen again.

A strong apology is also determined by the use of intensifications, including the following devices:

Expressing explicit concern for the hearer externally to the IFID Using multiple expressions.

Intensification within the IFID: Integrating adverbials and/or repetitions within the expression of the IFID.

More importantly, the most significant factor which compels S to construct a strong apology to restore the H's face, even at the expense of S's face refers to the degree of offence as perceived by the speaker taking into accounts the social parameters of distance and age (Blum-Kulka and Olshtain, 1984). Once again, as already discussed, the linguistic behaviours related to apology realisation are culture-bound, leading to a miscommunication across cultures, and therefore causing a pragmatic failure in the EFL performance.

3.4.2.9. Description of the Scoring process

As already explained, the evaluation of the students' requests and apologies realisation throughout the WDCTS in the pre-post and progress tests was carried out following a rating scale, which is based on the criteria generated from the practical definition of interlanguage pragmatic competence including pragmalinguistic ability, sociopragmatic sensitivity, politeness strategies, and the ability to negotiate meaning; and the coding scheme that determines the basic rudiments of request and apology realisation. Accordingly, a marking system was implemented to qualitatively examine the students' pragmalinguistic and sociopragmatic sensitivity, politeness strategies use, and meaning negotiation ability; and to quantitatively assess their use of the specific strategies related to each speech act discussed earlier. For each situation in the test, the realisation of either request or apology was scored out of two points.

Then, In every situation, the scoring of the speech act realisation was split into three bands: the address term, the head act, and the supporting move for the requests; and the IFID, the potential

strategies, and the intensifiers for the apologies. Thus, each band including a range of indicators, which are quantitatively measured on the basis of the given coding scheme and qualitatively extrapolated to the rating scale criteria, generated a score depending on the importance of that element in the realisation of the given speech act. The scoring of the speech act of request realisation for instance, was identified by (0.5) for the use of the address term with the attention getter, (0.25), (0.5) for the selection of a request strategy, ranging from direct to conventionally and non-conventionally indirect, and (1) point for the use of more than three supporting moves I.e. (0.25) for each. For the apology realisation, however, the scoring was identified as: (0.5) for the use of the IFID, (1) for the use of two potential strategies, and (0.5) for the use of both intensifiers.

Bearing in mind that each tests comprised ten situations, five for request and five for apology, each one was allotted two points so that the maximum score would be 20. Such type of scoring guidelines, determined by the rating scale criteria of interlanguage pragmatic abilities and the coding scheme of request and apology realisation, was meant to distinguish the students' interlanguage pragmatic competence level, which was then subject to discussion and evaluation of some teachers-experts in research methodology who contributed, before use, a great deal in its construction. For the purpose of assuring interrater validity, tests were double corrected and marked by another teacher following unquestionably the same guide lines. The total score given to each subject for every test (the pre-test, the progress test, and the post-test) were calculated to generate the performance of each group, which was statistically expressed through the mean, mode, and dispersion aspects. Such statistical methods are presented in detail in the succeeding section:

3.4.2.9.1. Statistical Methods

3.4.2.9.1.1.Descriptive Statistics

For the purpose of obtaining valid research results, the analysis of the quantitative data was based on a set of statistical rules. At first, the descriptive statistics were opted for to define the obtained data. In view of that, mean scores and standard deviations were computed for each group in all the test To determine their general performance tendencies. The mean score for each group

was obtained by summing all the scores and dividing by the number of students, and thus, obtaining the average score of each group for each test. And for the purpose of identifying how the scores are dispersed around the mean, the standard deviation for each group was computed.

3.4.2.9.1.2. Inferential Statistics

Inferential statistics were then adopted to draw conclusions that would either approve or disprove the hypothesis being speculated. Hence, the t-test was used to examine whether significant differences in performance exist between the experimental and the control groups. It was also opted for the confirmation of the predicted effect of the implemented treatment, and therefore to draw conclusions regarding the experiment results (Muijs, 2004). In the current research, the independent-sample t-test was meant to determine whether the difference between the mean of the experimental and the control group is triggered by means of integrating dynamic assessment in oral courses or is instigated by chance (Nunan, 1992b).

Such test encompasses a statistical formula to calculate the observed t value to compare it to the tabulated t value, which is defined by three criteria, involving: the hypothesis type, the degree of freedom, and the level of significance. In this investigation, as it was contemplated to improve third year EFL students' pragmatic competence through the adopted method, this research falls within the one-tailed hypothesis. The critical value ID is also determined by the degree of freedom calculation, the formula of which is $N_1 + N_2 - 2$. The level of significance in this research was then defined by (0.05) level, which implies that the results were (90%) due to the treatment, and only 10% were due to chance. Yet, it should be noted that both descriptive and inferential statistics were completed on the basis of a website designed for statistical calculation and analysis in order to assure the validity of the obtained results.

Conclusion

The intricate attribute of research in pragmatics, interwoven with one of the ever hardly deployed teaching methodologies that of the DA approach requires the execution of a fairly complex research structure conducting two investigations all at once. This chapter was devoted to

the presentation of the design and methodology carried out in the current research, and to accentuate its aims, objectives, and goals. It also attempted to provide a rationale for the adopted approaches, methods, and techniques. The procedures of applying the chosen patterns, the analysis of data, and the interpretation of the findings will be thoroughly discussed in the subsequent chapter

Chapter Three Data Analysis and Interpretation

Introduction

The main aim of the current research was to explore students' level of interlanguage pragmatic competence as well as the instruction methods used for its betterment, accompanied by a rigorous trial to test the usefulness of the dynamic assessment approach in developing this competence. To this end, an amalgamated approach was of a paramount importance in providing evidence to answer the research questions using both qualitative and quantitative methods under a case study and an experimental paradigm. Data were collected over two phases, using an open-ended questionnaire for third year EFL students and a semi-structured interview for oral expression teachers to gain clear insights from their qualitative accounts in the first phase as well as a quasi-experimentation pattern with different WDCTs to measure the possible change in students' pragmatic competence performance with the help of content analysis of the used mediational strategies to interpret the quantified results in the second phase. The current chapter as such is organised into two main phases: the pre-experimental and the experimental one, each of which is divided into different sections reflecting the attempt to answer the research questions based on the analysis, discussion, and interpretation of the results obtained from those research instruments.

4.1. Presentation and Analysis of the Case Study Findings

This phase aims at analysing the case study results obtained from the students' open-ended questionnaires and teachers' semi-structured interview in the department of English Batna-2 University. It was meant to gather preliminary data to prepare a platform for the experiment to take place later on in the next phase. Toward this objective, students' and teachers' accounts were taken into consideration to report the status of interlanguage pragmatic competence in their EFL context as well as the method utilised for its furtherance. In view of that, the case study attempts to answer the following first set of research questions:

- Restatement of the Questions Addressed by the Case Study
- What is the contemporary exhibited level of interlanguage pragmatic competence of third year students of Batna-2 university?

- 1- What difficulties do third year EFL students in Batna2 University find in oral communication?
- 2- What is the status of interlanguage pragmatic competence within the EFL context at Batna-2 university?
- 3- How do EFL oral expression teachers teach oral communication?
- 4- How do EFL oral expression teachers evaluate students oral communication development?

4.1.1 presentation and Analysis of the Questionnaire Findings

The main purpose of the open-ended questionnaire was to unveil the position provided to the interlanguage pragmatic competence in the EFL setting in comparison with the other language competences from the third year students in the department of English Batna-2 university. The obtained data are presented in this section under three major headings: students' insights about their level of interlanguage pragmatic competence, students' views about the status of pragmatic competence in the classroom setting, and the students' difficulties in oral communication and the strategies used to cope with them.

To analyse students' answers to the open-ended questionnaire, we opted for the bottom-up procedure, which is based on the Grounded Theory approach. In this sense, the collected data were subjected to content analysis. The first step was to carry out a key word examination generating categories from students' accounts. Then, a further analysis of these preliminary categories revealed that some of them had to be further divided, while others could be grouped together. The latter generated 13 main categories that reflect the 13 questions of the questionnaire. The researcher provided illustrations from the questionnaire for the different sub-categories. Every illustration from students' accounts reflects more or less different items presenting the most recurrent claims that exactly define the item. It should be noted that these illustrations were exactly reported as they appeared in students' answers, even the mistakes were not corrected for validity sake.

4.1.1.1 . *Students' insights about their level of interlanguage pragmatic competence*

The first section of the open-ended questionnaire aimed at analysing students' views about their level of interlanguage pragmatic competence, highlighting mainly their awareness about the importance of acquiring the TL pragmatics. The subjects of the study were given five questions in order to document their perceptions. These five questions (1, 2, 3, 4, & 5) sought to identify their insights about the difference between the oral expression module and the other modules, their level of speaking skill, their scores in oral communication, their most successful tasks (speaking or writing), and their level of participation in all the modules as it is shown in tables (1, 2, 3, 4, 5). The researcher examined students' answers and then gave illustrations for the different categories from their own words

A/ Reading and Analysis of Data Obtained from the Questionnaire's First Section

the oral expression module different from the other modules? If yes, in what way?

This question attempted to investigate third year EFL students views about the differences between oral communication skills and written production requirements. The expected differences according to Blum-Kulka and Olshtain (1984) are meant to define a key component of the pragmatic competence which refers to the situational variations in speaking and writing. Students' answers are presented in the table below:

Perceptions		Justifications	
the oral expression module: different 71	74.74%	expression opinion	24
		Practice	18
		Fun and Easy	12
		Communication and Interaction	16
		No justification	13
The oral expression module: similar 24	25.26%		

Table 2 : Students' Perceptions of the Difference between the Oral Expression Module and the other ones

Table (2) shows that the majority of students (74%) consider the oral expression module to be different from the other ones. Students' accounts indicate that they attribute the difference in such module to the following aspects: Expressing opinions, more practical, Fun and easy, and

communication and interaction. The justifications they refer to confirmed that the differences related to (expressing opinion and more practice) were more significant than the ones related to (fun and easy as well as communication and discussion). This assumption is supported by the high frequency of these two variables (expressing opinion and more practice) which seemed to be associated with every other variable.

As far as expressing opinion is concerned, students consider that tackling every subject, discussing new facts, and freedom of speech as the major features that characterised the oral expression module. To illustrate from students' own accounts: A/ "It allows the students to express their thoughts and ideas in different subjects". B/ "Oral expression is more about speaking and expressing opinions, facts about certain subjects". C/ "I feel more free in this module can say what I want". Concerning the variable of Practice, students regard group work, speaking and listening as the key features that make the difference between the oral expression module and the other ones. Students have articulated such criteria as: A/ "It's more of practice session and it includes group work and sometimes performing plays, song, ...". B/ "It is different because it improve our language much more and develop it especially when it comes to listening". C/ "we can practise the learning more and speak more and more".

Regarding the criteria of fun and easy as well as communication and interaction, which seem to share some common points including: entertainment and easiness are the major differences according to students. To fun and easy, students wrote: A/ "It more easy. No hard work". B/ "More fun than the others, got different methods that help you improve your speaking". C/ "It does not need writing / we can speak spontaneously/ we can modify what we say also it is more fun than other module". Whereas, about communication and interaction they said: A/ "There is a better chance to communicate to each other". B/ "Because, I find time to practice my language and communicate rather than just listening to lectures". C/ "Because it requires interacting more than other modules".

Based upon these accounts, it seems obvious that these students attribute most of the differences they found in the oral expression module to the criteria of Expressing opinions, more practical, Fun and easy, and communication and interaction regardless of the cultural aspects ascribed to the oral communication that is believed to hold more pragmalinguistic and sociopragmatic behaviours. This idea is in line with Blum-Kulka and Olshtain's (1984) thought, which stresses the importance of relying on pragmalinguistic and sociopragmatic sources in oral speech. In view of that, Van Compernelle (2014) these sociocultural perspectives must be given much focus in the oral expression module in order to raise students' awareness about such difference. It should be noted, however, that they pointed out to the way this module is taught, rather than stating the features related to the nature of the oral communication itself. Needless to say that more than the quarter of the study sample consider the oral expression module to be similar to the other modules which implies that they are not aware of the oral communication requirements.

Q2: Do you think you are a good speaker of English? Why/Why not?

This question was meant to investigate how third year EFL students perceive the criteria of a good speaker of English and whether they qualify themselves to have these criteria. Students' answers are depicted in the table below:

Perceptions		Justifications	
A good speaker of English 60	63.16%	Appropriateness	13
		Fluency	7
		Self confidence	10
		Practice	17
		No justification	16
A poor speaker of English 35	36.84%	Lack of vocabulary	6
		Lack of practice	15
		Anxiety	7
		No justification	12

Table 3 : Students' Perceptions about their Level of Oral Communication

The table above shows that students' perceptions of being a good speaker of English are not consistent as (63.16%) of the study sample consider themselves as good speakers, while (36.84%) do not. Students accounts are demonstrated as follows: A good speaker of English, with reference

to: fluency, practice, self-confidence, and appropriateness; and not a good speaker with reference to: lack of vocabulary, lack of practice, and lack of self-confidence.

Concerning the students who qualified themselves to be good speakers, they supported their claims with four different criteria, which are organised based on their occurrence in students' accounts. It should be pointed out here that there are some students who provided multiple supports to their assumptions, but in this type of analysis, we are more concerned with the content analysis than the quantification of data, the aim of which is to thoroughly analyse every item on its own. Firstly and most importantly according to students' beliefs, fluency, with reference to the flow of ideas, the ability to discuss various topics, and the ability to express oneself without thinking are the most compelling evidences of the good speaker of English. To illustrate from students own words: A/ "Yes, I am. Because, I can communicate and talk fluently the majority of time". B/ "Because I can handle a conversation in any domain. However, I can lack of vocabulary sometimes in some subjects. I haven't read about".. C/ "because I can express myself without thinking of what to say".

Seemingly interesting, some students attributed their ability to speak in a good way to the practice of the target language with reference to hard work and persistence. Students' answers in this respect were quoted as: A/ "because I exercise my language in my work since I am an English teacher".. B/ "because I always practice". C/ "I am working on my self and trying hard ". Other students, however, confirmed that they are good speakers thanks to their ability to speak confidently as they do not have the stage fear, they can talk to their friends and even to native speakers of English. Students' justifications about self-confidence were portrayed as A/ "I can talk easily and I have no fear of talking in public". B/ "Because i am more comfortable expressing myself in english than in other languages". C/ "Yes, I often speak in english with my friends and even with few native speakers, I 'm quite confident and don't face difficulties". Only a few students, as displayed in the table above, considered their ability to speak appropriately as a sign of being good speakers who are able to understand natives, and properly convey their thoughts. Students' explanations were

limited to the following stated accounts: A/ “I can express my ideas easily, I convey messages to the listeners without misunderstandings”. B/ “I usually understand what natives say”. C/ “Since, I can be understood and my ideas are well received by listener when I m speaking in English”.

As to the students who answered with no claiming that they are not good speakers of the target language, they backed up their negative attitude with two opposed perceptions: the first are related to the language itself, including the lack of vocabulary and lack of practice, while the second is related to the students’ personality(anxiety). It seems obvious when juxtaposing the answers of those who consider themselves as good to those who do not that provided justifications from both sides , the positive and the negative attitudes, are believed to be rooted in approximately the same sources. To begin with, the lack of vocabulary, which seems to hinder students’ communication most of the time, is the most responsible for their failure to speak a good English. Students backed up such perception with the following accounts: A/ “I do not have a good vocabulary”. B/ “The reason is that I lack very much vocabulary, and while speaking in public the little I have vaniches”. C/ “because I do not have enough vocabulary”.

As contrasted to the good speakers, some students admitted that they cannot speak English in a good way because they do not practise it enough. As such, they wrote: A/ “because I don’t practice it a lot”. B/ “because I don’t use it a lot in my daily life”. C/ “I still need improvement and more practice”. Yet, other students attributed their failure to be good speakers of the target language to the problem of anxiety. They further argued that stress, the stage fear, and lack of self-confidence are the key factors deterring their good performance. They justified their answers as: A/ “I stress and get anxious in public”. B/ “Because once I start speaking I lose words and get scared of people or teacher students view on me”. C/ “because I am not secure when it comes to talking in English”.

In light of the above, it seems that students give great importance to the commend of the target language (fluency and accuracy) as well as self-confidence either positively or negatively in regards to their perceptions of being good speakers, while they grant less importance to the ability to appropriately speak the target language as it was recorded only few times with the positive

attitude. This implies that in developing their oral communication, they mainly rely on the structural components of the target language and their psychological traits rather than the TL cultural aspects, which might be according to Brown and Levinson (1987) the key factors that prevent them from having communication breakdown. It should be stated that these two variables (the command of the TL and self-confidence) are highly required in improving one's oral communication. First, the command of the TL following the view of (grammar then pragmatics development), is a prerequisite of any further improvement of the foreign language (Kasper & Rose, 2002) and particularly the oral communication, and this is considered of a paramount importance to both positive and negative attitudes. Second, the self-assurance is believed to enable the learner to consider difficult tasks as challenges to be coped with rather than as threats to be avoided (Bandura, 1994), and this is the case of self-confident speakers as opposed to those who often feel anxious in speaking.

Regarding the variables of practice and lack of practice, on the one hand, learners who practise the TL more are more likely to be good speakers since they consider it as a precondition of oral communication development, On the other hand, students who do not practise enough, will most probably fail to be good oral communicators as they regard lack of practice as the main cause of their failure. This is in line with Bandura's (1994) view of attributing success and failure, but as shown in the table above, students' reference to practice regarding their oral communication was somewhat scarce in both sides. Finally, the variable of appropriateness, which evokes the most compelling requirement according to the universalist view of pragmatics (Blum-Kulka and Olshtain, 1984) due to its effect on the oral communication, displayed a little to no occurrence in students' answers in both sides, and this indicates that the majority of the study sample are not aware of the importance of pragmatics in language learning.

Q3: Do you favour speaking over writing or the contrary?

This question intended to identify whether third year EFL students display a better level at speaking as compared to writing, or they demonstrate a deficiency in using the language in both skills as they have already been asked about their level of speaking. They were also required to

provide justifications for both choices that are expected to be in forms of criteria for each skill. The following table presents students' answers:

Favorite Skill		Justifications	
Speaking First 64	67.36%	Self Esteem	10
		No rules	22
		Fun and Easy	17
		No justification	29
Writing First 31	32.63%	Organisation and Accuracy	9
		No Stress	18
		No justification	13

Table 4 : Students' Favorite Skill (Speaking or Writing)

The table above displays the qualities ascribed to students favourite language learning skill(speaking with 67.36% and writing with 32.63%). Students accounts were accordingly demonstrated as follows: speaking first, with reference to: self-confidence, no rules, and fun and easy; and writing first, with reference to: organisation and accuracy, and no stress. Firstly, self-confidence, to many students is considered to be the driving force for favouring speaking over writing because they feel that speaking the foreign language in front of others would strengthen their self-worth. Such variable, self-confidence, is associated with self-esteem, pride, and social recognition. Students have expressed these factors in the following claims: A/ "because I can speak to natives". B/ "because my friends like my accent". C/ "when I present my teacher and classmates know me more".

Ostensibly interesting, the variable of no rules in speaking constitutes the most motivating factor affecting their choice as they perceive themselves to be more free in speaking than writing, i.e. They think that they are to a certain degree allowed to do mistakes when speaking. Students in this concern, made reference to the following points: A/ "I am not obliged to be formal". B/ "i may make some spelling mistakes while writing ". C/ "I don't worry about spelling mistakes". Other students, however, claimed that they prefer speaking because it is more fun and easy, and thus requiring less effort and reaching much amazement. Accounting for such criteria, they wrote: A/

“It is more enjoyable”. B/ “I love speaking rather than writing I feel at ease”. C/ “speaking to better express my feelings”.

As to the students who prefer writing than speaking, they backed up their choice with reference to either organisation and accuracy or to no stress. On the one hand, some students gave much interest to organisation and accuracy in choosing their most preferable skill because in writing, they can plan, structure, and even edit their thoughts to at last obtain a well written text. To express their preferences, students wrote: A/ “Writing allows me to focus more and organise my ideas”. B/ “Because I take time to choose the right words”. C/ “I think before I write”. On the other hand, the variable of no stress in writing denotes the main reason triggering their choice since these students tend to concentrate more when they are alone writing down their ideas, that is, they feel more comfortable as no one can see them. In this regard, students’ accounts were quoted as: A/ “I don’t get nervous”. B/ “eventhough I’m good in English, I have anxiety so I prefer writing”. C/ “no one is looking at me when I write”.

Based on the previous discussion, it seems obvious that students give a great importance to their self-confidence and motivation either positively or negatively in regards to their self-image and self-esteem in both skills, yet less interest is given to language structures and organisation to which writing is restricted to and speaking is free from. This entails that according to them, the development of both oral and writing skills is based on their inner psychological side which is most probably out of their control, rather than on the requirements of each skill, which they are able to control. Students who are self-confident and motivated are more likely to be good language learners and succeed in developing all the fundamental skills for language use. More precisely, these two variables, according to Bandura (1994) serve as a driving force for the majority of the study sample to choose the speaking skill, nevertheless, the absence of these two very same variables affects some students to have a negative attitude towards speaking to large audience and thus shy away to writing which they consider as less stressful.

Speaking about the variables of accuracy and lack of accuracy, on the one hand, students who prefer writing are meant to be well organised and more accurate since they qualify organisation and accuracy as the primary essentials of success in this skill though it should be recall that students who chose writing on the basis of such criteria represent a minority in the study sample. On the other hand, students who prefer speaking because according to them, it is not restricted by rules are not aware that the difference between the two skills does not mean adopting and/or neglecting the language rules. This is in convergence with students' previous insights about the difference between the oral expression module and the other ones in which they almost neglected the pragmatic aspects of the language that constitute the main differences between writing and speaking instead of the rules ascribed to a skill than the other. Two possible explanations to students' fear of the rules they attribute to writing than speaking; either because they think that in speaking people would not notice their mistakes, or because they perceive the writing skill as a solo activity to which much criticism is accredited, however, it is better for the writing skill as any other learning activity to be held under the guidance of the teacher who should play the role of the mediator (Williams & Burden, 1997).

Q4: Apart from the oral expression module, do you usually participate in the other modules?

If no why not?

This question was set to unveil whether third year EFL students are motivated to participate in the other modules, focusing mainly on the reasons that deter their willingness to take part in the classroom interaction. Students' insights in this concern are presented in the following table:

Participation		Justifications	
NO 77	81.05%	Anxiety	67
		Lack of Motivation	23
		Classroom Management	49
		No justification	5
YES 18	18.95%		

Table 5 : Students' Participation in other Modules

As displayed in the table above, the great majority of students (81.05%) abstain from participating in the other modules rather than the oral expression for the following reasons: anxiety,

lack of motivation, and classroom environment. The analysis of students' accounts about their avoidance of participation revealed that the reasons related to their psychological traits are more significant than the ones related to classroom environment. According to the majority of the study subject, anxiety evokes the most serious factor that prevents them from participating in the other modules. Such psychological state is often associated with the lack of self-confidence, stress, shyness, or stage fear. The most compelling issue in this concern, however, is what are the real sources of students anxiety as it seems to constitutes the main reason of their failure in almost every domain, and this will be discussed in the remainder of the current chapter. Students' justifications about being anxious to participate in the other module were documented as follows: A/ "I have a big fear about talking in front of people". B/ "Because I feel every bodies eyes on me and its disturbing, I feel judged". C/ "I am shy and it hard to speak behind everybody, I prefer to stay quite when surrounded by other ppl".

Moreover, some students answered with no , because they are not motivated to participate in all modules, not even the oral expression one. They further stated that they only participate if they are asked to because according to them, it is unnecessary to take part in the classroom discussion or to ask questions. In view of that, students' demotivation was articulated in what follows: A/ "Sometimes I have questions but I don't bother asking". B "Because I don't really like participating in every module". C/ "it is not important to participate on the other modules". On the contrary, the variable of classroom environment, which seems to be disturbing for some students constitutes the Maine reason that hold them back from participating in the other modules. Such external motivating factor, which is related to the lack of organisation, the crowded groups, and the insufficient time was expressed in students' accounts as: A/ "Not enough time for the module and the teacher talk all the time". B/ "I don't like noisy participation We have limited time and the class is crowded". C/ "The teacher do not organise the class and students start to talk all at once".

To put the previous discussion in a nutshell, it can be concluded that as compared to the variable of classroom environment, students gave greater importance to anxiety and lack of motivation in

explaining their avoidance of participation in the other modules. This entails that their avoidance of participation is more driven by the internal factors than the external ones I.e. they resort to the extrinsic over the intrinsic motivation. Students who are anxious and less motivated are more likely to dodge participation because they cannot take risk. The other students, however, attributed their failure to participate to external variables in order to protect their ego serving bias (Weiner 1985; 2010). Last but not least, according to nearly the quarte of the study sample, (18.95%), participation in all the modules is considered as a powerful learning strategy on which they rely to improve their oral communication.

Q5: Do you usually get good or bad scores in this module? In both cases, how do you explain that?

This question sought to understand how third year EFL students tend to interpret the scores they get in the oral expression module. It also attempted to find out the real reasons they attribute to their success or failure in the module, to the criteria of their performance or to the score itself. Students' accounts are organised in the table below:

Scores		Justifications	
Good 58	61.05%	Preparation Before Exams	21
		Self Confidence	13
		Hard work and practice	7
		No justification	20
Bad 37	38.95%	Teacher's severity	19
		Anxiety	12
		Bad luck	8
		No justification	7

Table 6 : Students' Perceptions about their Scores in Oral Expression Module

It seems clear from the table above that students have different insights about their scores in the oral expression module as(61.05%) of the study sample claimed that they usually get good scores, while (38.95%) get bad marks. Students have explained the obtained scores as follows:

good scores, with reference to: preparation before exams, self-confidence, and hard work and practice, whereas bad scores with reference to : teacher's severity, anxiety, and bad luck.

As to the students who claimed that their scores are good, they depend on three main factors, which are analysed based on their frequency in students' insights. It should be reiterated that not all the students have justified their claims, which either denotes that they are unable to explain their attitudes, or that they are not interested in completing the questionnaire though they were asked to voluntarily participate in its accomplishment. In view of the majority of students who often get good scores, preparation before the exam, with reference to searching about the assigned topic for the exam, memorising the prepared presentation, and the last minute revision , evokes the main reason of having good scores in the oral expression module. Students' own accounts were expressed as: A/ "I only get good marks because I prepare well and memorise my presentation before each oral exam". B/ "I usually get good marks since I have some minutes before my exam to gather my thoughts". C/ "good marks because I prepare before the exam I do researches about my topic on the internet".

Ostensibly important, according to other students, their good scores in the oral expression module can only be interpreted by their positive attitude about their own oral performance, that is, having good scores reflects their high self-confidence involving: the sense of self-efficacy belief and self-esteem. The answers of the students who seem to trust their abilities in speaking the target language were formulated as: A/ "I do, because i am a good improviser". B/ "I do, I get what I deserve". C/ "I usually get good scores, most likely because I feel comfortable speaking and can therefore be efficient". As shown in the table above, only few participants ascribed their good scores in oral communication to the hard work and practice, which are not limited to the exam preparation, but rather reflect their tendency in improving oral communication. Students' insights in this concern were articulated as: A/ "I get good marks because I do my best for that result". B/ "I always try to improve my weaknesses". C/ "Good marks, it's because I practice the language most of the time".

As contrasted to the claims of the students who usually get good marks in the oral expression module, the other students believe that they get bad scores because of some reasons which are beyond their control, yet such perceived reasons mirror their inner psychological world. First of all, the teacher's severity, according to most of them, evokes the main reason of their failure to get good scores. This implies that they attribute bad scores to the external factors including the teachers' unfairness and mistreatment rather than to their own lacunas in oral performance. In this respect, students wrote: A/ "I get medium scores, I tend to not like because it is unfair". B/ "bad scores because of teachers so severe". C/ "it's depend on the teacher their are who likes to destroy you by saying bad comments about your presentation".

In similar vein, some students attributed their inability to get good scores to anxiety involving: (stress, pressure, and nervousness), and this is once more beyond their control though it is believe to depict an inner psychological state. To express the way anxiety affects their performance, and thus ending up with bad scores, students stated: A/ "Not really, maybe because of the social anxiety and panic". B/ "No, because I am under pressure in the oral exam". C/ "Bad because I get nervous a lot in front of people in class and that what made me forgot everything I am going to talk about". Other students, however, attributed their failure to get good scores to their bad luck, arguing that the presentations in the oral exam are performed by chance, and they cannot cover all the assigned topics. They expressed their bad luck in exams as: A/ "I cant guess what I am going to present in the exam". B/ "I get bad scores, because the topic is new". C/ "Bad because I can not prepare for all the topics it is by chance".

Based on the previous discussion, it seems obvious that students attribute their good scores in the oral expression module to preparation, hard work, and self-confidence, while they ascribe the bad scores to teachers' severity, anxiety, and bad luck. This once again could be explained with reference to the students' personality type, which seems to have a great impact on their perceptions about the obtained scores, especially with the bad ones, rather than to their own performance that truly reflects the given scores. It should be noted in this concern that the psychological variables

might affect the students' oral performance; first, the positive attitude is believed to enable them to put much effort and thus perform successfully in the oral exam; second, the negative attitude is meant to make the students consider their perceived difficult tasks as threats to be avoided (Bandura, 1994).

In concern with the variables of preparation before exam and hard work, on the one hand, learners who tend to prepare their presentations just before exam do not seem to be interested in developing the level of oral communication since they put much focus on how to get good scores, which is the result of the mark-oriented instructions. On the other hand, students who consider hard work as the main reason of having good scores in oral communication according to Winner's (1985) attribution theory will most probably succeed to be good speakers of the target language. Needless to say that the dependence on such variable, working hard, was too scarce and merely limited to students who get good scores. In view of that, along with their interest on the psychological state, students have to grant much focus on the practice of the target language in order to develop their oral communication skills.

B/ Discussion and Interpretation of Data Obtained from the Questionnaire's First Section

The analysis of the data obtained from the first section of the open-ended questionnaire revealed the following insights about students' level of interlanguage pragmatic competence. Firstly and most importantly, students' insights indicated that the main features differentiating the oral expression module from the other ones can be attributed to the criteria of Expressing opinions, more practice, Fun and easy, and communication and interaction. It seems obvious that these differences determine the way such module is instructed in the department of English, yet it should be noted that these students did not pay attention to the nature of oral expression itself which aims to focus on the cultural dimensions of the target language displayed in the pragmalinguistic and sociopragmatic behaviours (Blum-Kulka & Olshtain, 1984).

As to students' views regarding their level of speaking the English language, it can be noted that they grant much importance to fluency, accuracy, and self-confidence either positively or

negatively, whereas they give less to no importance to the ability to appropriately speak the target language since it was documented only a few times with those who qualified themselves as good speakers. This entails that the great majority of the study sample depend heavily on the structural components of the target language and the psychological traits in developing their oral communication at the expense of the TL cultural components, which might be according to Brown and Levinson (1987) the key factors that prevent them from having communication breakdown.

Ostensibly interesting, students' accounts about their favourite skill, speaking or writing, revealed that they care a lot about their self-image and self-esteem either positively or negatively, yet less interest from their part is given to language structures and organisation to which writing is restricted and speaking is free from. In line with students' perceptions, developing both oral and writing skills is predetermined by their psychological state which is likely to be beyond their control, rather than on the requirements of each skill that they can manage. Regarding students' participation in other modules, it seems obvious that in contrast with classroom environment, they consider anxiety and lack of motivation as the most responsible for their avoidance of participation, and this can be explained by their consistent concern for the internal psychological factors over any external ones.

Last but not least, students' high and low scores in the oral expression module following their own perceptions can be positively ascribed to preparation, hard work, and self-confidence, whereas negatively to teachers' severity, anxiety, and bad luck. This once more can be elucidated with reference to the students' personality trait that has already proven to have a boundless impact in shaping their perceived causes of the obtained scores in the oral expression module, expressly with the bad ones, notwithstanding their own performance that typically mirrors the obtained scores. To sum-up, students' accounts about the difference between the oral expression module and the other modules, their level of speaking skill, their scores in oral communication, their most successful tasks (speaking or writing), and their level of participation in all the modules have culminated in the following: first, little to no importance is given to the cultural components of the

target language in oral courses; second, the great majority of the study sample are not fully aware of the importance of the interlanguage pragmatic aspects in developing their oral communication,

4.1.1.2 Students' Insights about the Status of Interlanguage Pragmatic Competence in Oral Courses

The second section of the open-ended questionnaire sought to divulge the importance given to the instruction of pragmatics in oral expression courses as compared to the other language competences. Students were given three questions to document their views about the methods used for both the instruction and assessment of the oral communication development, given the position of pragmatics in the oral communication development process. The analysis of answers to questions (6,7, and 8) presented in tables (7, 8, and 9) revealed various sub-categories that help in identifying the methods used for the instruction and assessment used in the oral expression module as well as the effect of the teachers' instructional methods on students' awareness and level of pragmatic competence. The researcher provided illustrations for each category to demonstrate the relationship between the teachers' methodologies and the students' awareness.

A/ Reading and Analysis of Data Obtained from the Questionnaire's Second Section

Q6: How are you taught oral communication in class?

This question tried to reveal the instructional methods deployed by the teachers of the oral expression module to help third year EFL students develop their communication skills from students' perspectives. In this question, students are expected to provide a thorough description about how the oral expression lesson occur inside the classroom including the selected topics, the activities, and the procedural steps. Students' insights in this concern are presented in the following table:

Free topic discussion	Listening	Presentations	Group Work	No justification
72	6	55	14	9
75.79%	6.32%	57.89%	14.74%	9.47%

Table 7 : Students' Accounts about the Instructional Methods Used in Oral Expression Module

The table above displays four different claims of third year students concerning the way the oral expression module is instructed at the department of English, Batna-2 University. Students accounts in this regard are demonstrated with reference to the following types of learning activities: Free Topic Discussion, presentations, listening, and groupwork. It is worth noting that according to the great majority of students, the activities related to free topic discussion and classroom presentation are widely used in oral classes as compared to the groupwork and listening related activities. Such view is backed up with the interceding appearance and the high frequency of these two variables (free topic discussion and classroom presentation) in their accounts. This entails that the oral expression module, from students' claims, is mainly taught under such activities, notwithstanding the methods followed for its instruction.

As far as the free topic discussion activity is concerned, the vast majority of students agreed that the oral course is conducted on the basis of discussing different topics where the teacher and the students choose a particular theme for negotiation and conversation to which the whole group is invited to express their ideas and share their thoughts in a form of unstructured debates. To articulate such assumption, students wrote: A/ "It differs from teacher to another but mainly we/or teachers choose subjects and we talk about them". B/ "by giving a certain topic and then we start giving our ideas: politics, religions, ...". C/ "by choosing topic and we have to make conversation about it and give ideas".

In concern with the second most frequent variable, classroom presentation meticulously depicts how the oral expression module is instructed . as such, students are asked to prepare a topic for presentation, which is either of their own choice or assigned to them from their teacher, and thus orderly perform these presentations along the semester based on which they receive their scores for test and exam. To express their insights in this respect, students stated: A/ "We prepare

presentations then we present them in quiz or exam”. B/ “presentations and debates but I personally like presentation because I am prepared for it”. C/ “Throw class assignment and presentations and discussion sometimes.s”

Regarding the learning activities related to listening and group work, on the one hand, learners who pointed out to the adoption of listening tasks represent a small minority of the study sample , and they did not fully explain how such tasks are accomplished. Students’ accounts in reference to listening, were articulated as: A/ “sometimes, we listen to audios and we discuss with the teacher”. B/ “It is based on speaking and listening but we do more speaking”. C/ ”we do presentation and listen to videos”. On the other hand, learners who stated that they depend on groupwork in the oral expression module, they referred to participating in role plays, performing presentations in groups. To express such type of activity, students wrote: A/ “We participate in role plays with the classmates”. B/ “the teacher sometimes divide us into groups and we prepare for presentations”. C/ “the teacher asks to make role playing”.

Based upon students’ accounts, it seems obvious that the instruction of the oral expression module is heavily based on free discussion and classroom presentations, yet students did not provide a detailed description of the step-by-step procedures including the role of the teacher and the students. A possible explanation of the drastic dependence on these two types of activities at the expense of any other type is the large number of students per group and the insufficient time provided for the module. In order to gain an insightful understanding of how such course is exactly taught as well as its effect on the students’ oral communication development, a whole section in the interview with the teachers is conducted, assuming that they would meticulously elaborate such issue.

Q7: How does your oral expression teacher evaluate your performance in class?

The question aimed at determining the ways of assessment the teachers of the oral expression module follow to evaluate third year EFL students' performance in the class. It mainly focused on figuring out the criteria used to assess students' performance with a particular focus on their awareness about these criteria. Students' perceptions are reported in the following table:

Prepared Présentations	Tests and Exams	No justification
41	69	9
43.16%	72.63%	9.47%

Table 8 : Students' Accounts about the Assessment Methods used in Oral Expression Module

From the table above, it seems obvious that students' accounts about the methods of assessment in the oral expression module were limited to two key variables, namely: prepared presentations, and tests and exams. It should be noted that these variables reflect the general procedures and activities of assessment rather than the put forward criteria of evaluation, which could possibly be explained by the lack of awareness about the assessment objectives from the students part. At the outset, most students agreed that the prepared presentations constitute the main activities on which the teachers depend in evaluating their oral performance. They certified that these presentations are considered as part of the continuous assessment and/or the final exams, but they did not fully explain the whole process of evaluation in both the usual and semestrial presentations. In this concern, students wrote: A/ "By observing the way we present and giving marks". B/ "The teacher gives complements to my presentation". C/ "If I don't present, I don't get a good mark in the exam". D/ "We get extra marks in the test from ours presentations".

In regard to the variable of tests and exams, the vast majority of students proclaimed that the evaluation of oral communication development is exam-based. It should be noted that students' accounts about tests and exams did not tackle the criteria of assessment. Instead, they focused on the way exams are administered including: the questions asked by teachers, preparing a topic for presentation, or choosing a topic for discussion by chance. These claims in students' own words were quoted as: A/ "my teacher see my level of speaking in the day of the exam by asking me questions which I must answer". B/ "in the exam I pick a topic and talk about it and the teacher

gives me a mark”. C/ “The teacher gives us many topics before the exam and we talk about them in the exam and she gives marks”. D/ “only the lucky students pick the topics they know and they get the best marks”.

Generally speaking, it can be clinched from students consistent insights that the assessment in the oral expression module is exam-oriented, that is, students’ prepared presentations are considered as part of the continuous assessment, on which they receive their scores of the test, while the exams are administered at the end of each semester. In this concern, all most all students insisted on explaining the way tests and exams are managed, involving the prepared topic for presentation, the random choice of the topic of discussion, and the teachers’ questions about the discussed subjects, but they did not pointed out to the exact exam procedures or the criteria set for assessment. Assuming that students are not aware enough of the criteria of assessment, we developed a set of questions in the interview about the main aspects related to the procedures, criteria, and objectives of assessment to which the oral expression teachers are expected to offer better insights.

Q8: Do you think this is the best way to evaluate the oral performance? If not, according to you, what is the best way to evaluate oral communication?

This question was meant to find out whether third year EFL students are satisfied about the way their oral communication is assessed, or they believe there are better ways of evaluation. They were also asked to offer suggestions regarding the optimal way of assessment t. students’ responses are organised in the following table:

Perception		Justification	
Changing the method of assessment 46	48.42%	Extra time and equal chances	19
		safe exam environment	7
		Examination Criteria and ongoing assessment	3
		No justification	1
Satisfied with the method of assessment 49	51.58%		

Table 9 : Students' Opinions about Changing the Assessment Methods

The table above reveals that students' opinions about the method of assessment followed in the expression module are unsteady to a certain extent as (48.42%) of the study sample call for the change of the ways of assessment, while (51.58%) seem to be satisfied with these methods. In unveiling their perspectives about the adopted methods of assessment, only the Students who consider changing the evaluation procedures were required to provide justifications in order to stress the sources of their dissatisfaction and the possible solutions for that. As such, the students who believe that there are better ways of assessment, they relied on two main reasons to be discussed on the basis of their frequency in students' answers including: Exam Conditions requiring (Extra Time and Equal Chances as well as a Safe Exam Environment), and the examination Criteria with the Ongoing Assessment. As noticed in the previous questions, students' answers sometimes encompass more than one variable, which confirms the variability of reasons according to them, yet this type of analysis is concerned with the examination of every variable on its own.

First of all, according to the majority of students who believe in the necessity to change the method of assessment, the exam conditions, with reference to providing extra time and equal chances to examiners as well as having a safe exam environment is the most urgent issues that teachers need to take into consideration in assessing the students' oral performance. To begin with, the two interwoven variables, (extra time and equal chances), evoke the main points that need to be improved as the most compelling complains in students' accounts refer to these factors. In their view, time restriction has a drastic impact on their performance I.e. the less time they have, the

more anxious they feel, and the worse their oral performance would be. Students expressed their dissatisfaction about the provided time and the unequal chances in the oral communication exam in the following statements: A/ “You have to give the student the time he need to get read of anxiety and talk freely”. B/ “The best way is to make the students feel free without limiting them time, so that they can make natural and spontaneous discussions”. C/ “Some teachers do not give enough time and do not try to listen to all the students which is unfair”. D/ “To have more time to talk about all the ideas freely. Give the students similar chance to talk”.

Equally important, some students asserted that the exam environment in general has to be changed in order to help the student feel safer and more comfortable and thus perform well in the exam. They further insisted on the importance of building a good relationship between the teacher and the students, giving students the freedom of choosing the topic, providing them with encouragement, and not focusing on marks. It is worth noting here that the features revealed from Students’ answers in this respect reflect more or less the DA perspectives including the teacher’s assistance during assessment and focusing on the learners’ qualitative rather than quantitative improvement. Their accounts’ were quoted as: A/ “For me if I was a teacher I would pay more attention on why my students lacking the courage and the presence when they are doing their oral presentations”. B/ “The best way to assess oral communication is to expose the invisible mistakes and permanent encouragement”. C/ “Of course it’s not the best way, there may others ways like: making a better environment for the students to feel relieve”. D/ Is by allowing the students to choose what ever they want to avoid the pressure”. E/ “The teacher shouldn’t limit the chances of the students with topics and marks i think that students should be put in a safe situation where they can speak spontaneously”.

In concern with the two interceding variables related to assessment criteria and ongoing assessment, only few students pointed out to the importance of having a clear method of evaluation to be held along the semester in order to gradually and carefully assist their oral communication development. Students articulated such view with the following statements: A/ “A clearer

assessment method could be more helpful”. B/ “By doing oral tasks every session which help you to communicate without an exam”. C/ “Ongoing assessment to focus on the student main problems in speaking”.

On the whole, it can be concluded that students give much importance to the conditions of the exam (more time and equal chances) as well as the smoothness of the exam atmosphere in regards to the factors that require more improvement in changing the method of assessment. However, less importance is granted to the examination criteria and the ongoing assessment as it was proclaimed only few times. This indicates that students pay a great deal of attention to the external factors of the exam at the expense of the internal aspects of assessment on which the evaluation of their oral communication is based. It is worth reiterating that the Poore exam conditions have a serious effect on students’ performance, triggering them to feel anxious and unsecure, the reason of which students insisted on the urgent need to find effective solutions to such problem. Last but not least, the examination criteria and the ongoing assessment, which constitute the most substantial necessities in changing the method of assessment for their drastic effect on the oral communication development, were recorded only few times, which indicates that students are not aware enough of the importance of depending on solid criteria in assessing the oral communication.

B/ Discussion and Interpretation of Data Obtained from the Questionnaire’s Second Section

The scrutiny of data obtained from the second section of the open-ended questionnaire unveiled the status of instructional pragmatics in oral expression courses as juxtaposed with the teaching of other language competences. In authenticating students’ standpoints regarding the instructional methods followed for the development and evaluation of oral communication, it was clearly demonstrated that little to no importance is granted to the instruction of pragmatic competence. First and foremost, students’ insights indicated that the development of oral communication in the department of English is firmly built upon the basis of free discussion and classroom presentations, but they did not evidently describe the procedural steps followed during

the course, and expressly the role of each member of the instructional dynamic equilibrium and the tasks arrangement. Such blind dependence on these two main types of activities could possibly be explained by the large number of students per group and the insufficient time provided for the module.

Similar to the method of teaching the oral communication which is definitely defined by presentations and classroom discussion, the method of assessment following students' insights is typically exam-oriented as their accounts mainly focused on how tests and exams are administered. They further proclaimed that the examination process is mainly limited to the prepared topic for presentation, the random choice of the topic of discussion, and the teachers' questions about the discussed subjects. However, they did not determine the exact exam procedures and the assessment criteria, and this can be explained by their lack of awareness regarding the evaluation requirements of oral communication development.

As to the idea of changing the method of assessment, which was held by some students of the study sample, it was primarily attributed to the conditions of the exam itself involving the timing and the general atmosphere of the examination process. According to students' proclamations, providing more time and safe environment for all the examinees evokes the key requirements that compel teachers to pay a great deal of attention in administering the exam of oral expression module. Students' focus on such variables can be once more explained by their extreme dependency on the psychological factors in rendering their success or failure. In accordance with students' concern, research in FL and L2 acquisition has always recognised the impact of such psychological factors on the learning process (Williams & Burden, 1997), yet those factors should be rationally manipulated in order to not confine the students' performance. On the other hand, the examination criteria and the ongoing assessment encompassing the most compelling rudiments in changing the assessment method thanks to their powerful impact on the oral communication development, were hard to be found, indicating students lack of awareness regarding the importance of having certain criteria to assess the oral communication development.

4.1.1.3 Students' Main Difficulties and Adopted Strategies in Oral Communication to Develop Pragmatic Competence

The main purpose of the third section of the open-ended questionnaire was to figure out third year students' insights about the way they develop their oral communication, stressing the importance they give to the development of interlanguage pragmatic competence, and the difficulties they encountered in the acquisition of this ability. In view of that, participants were asked about the main challenges they faced in their oral communication development, and how these students used to cope with the encountered difficulties as well as the missing points that they need to work on in order to reveal their awareness about the importance of pragmatic acquisition. The examination of students' answers to questions (9, 10, 11, 12, and 13) revealed different difficulties and strategies that helped discover how students tend to improve their oral communication competence, and thus identifying the status of pragmatic competence within the other language competences. These findings are presented in the following tables. The researcher provided illustrations for each sub-category in every question. Students answers were mainly concerned with the strategies they use in different situations such as in preparing to their oral tasks, and when they face difficulties as well as their main lacunas on which they still need to work to improve their oral communication.

A/ Reading and Analysis of Data Obtained from the Questionnaire's Third Section

Q9: Do you see your teacher as the only way to improve your oral skills? If not, what is your own way to improve your oral skills?

This question aimed at unveiling how autonomous third year EFL students are by determining the strategies they deploy to improve their oral communication inside and outside the classroom. Students' assertions are documented in the following table:

Perception		Justifications	
Autonomous 94	98.95%	Practicing speaking	73
		Watching and listening	81
		Online interaction	54
		No justification	11
Not Autonomous 1	1.05%		

Table 10 : Students' Perceptions about the Autonomous Development of Oral Communication

The table above demonstrates that third year students' autonomy perceptions are consistent since the greatest majority of them (98.95%) proclaimed that they merely depend on themselves in improving their oral communication. To express autonomy in developing oral communication, students made reference to the following aspects: Practicing Speaking, Watching and Listening, and Online Interaction. This could be ascribed to the two ensuing substantial factors: first and for most, the educational university system imposes autonomous learning; second, they have their own strategies to autonomously develop their oral communication. Among the strategies they deploy, practicing speaking, which according to Oxford (1990); O'Malley and Chamot (1990) incorporates cognitive strategies such as: reading, using the TL outside the classroom, Learning new expressions, and talking to oneself. They further emphasised that practicing speaking with these activities is considered to be highly cognitively demanding since they require simultaneous thinking and solo practice. Students have articulated their reliance on such type of strategies A/ "I mainly read a lot out loud and check my pronunciation in my phone". B/ "I talk to myself in the mirror when I am alone". C/ "Learn expressions from movies and sing with songs and communicate with my friends in the bus when I go to the university". D/ "Using the language outside the classroom with my friends".

As to watching and listening to content in the TL , which can also be deemed as cognitive strategies since students have to be highly focused when listening and watching that content of the TL in order to understand, and thus be able to use it later on (Oxford, 1990; O'Malley & Chamot, (1990). Students' choice to access the TL in this way could simply be explained with

the widespread of the ICT tools, which hints at a strategic move from their part as they shifted from depending on their teachers to depend on themselves taking advantage of the ICT means in improving their oral communication. To illustrate from their own accounts, students wrote: A/ “Watching YouTube vlogers and listening to ted talks”. B/ “Listening too much to podcasts and watching videos”. C/ “Watching movies, listening to music in my phone”.

Similarly important, online interaction, which involves social strategies like: chatting with their friends, joining online courses, and talking to native speakers of English evokes the most prevailing strategy in improving students oral communication. They use these social strategies since they believe that learning occurs through interaction as evidence for their interdependence, which is once more in the view of Little (1995) a sign sure aspect of learners’ autonomy. Students expressed their dependence on online interaction to develop oral communication in the following: A/ “Chating with friends in English”. B/ “I usually follow online classes”. C/ “Communicating with native speakers on Facebook”. D/ “Making discussions with my colleagues in our Facebook group”. Differently put, it seems more or less obvious that students’ perspective about autonomy in learning is affected by the EFL context requirements that urge them to fully depend on their own strategies to move forward with their oral communication. It should be noted that their autonomy perceptions in developing oral communication have been framed within three main aspects: first, practicing speaking as a highly cognitive strategy; second, online exposure to the target language as another cognitive strategy; third, online interaction as a social strategy. Deploying these strategies, the cognitive and the social ones representing independence as well as interdependence in learning, serves as a discerning evidence for their awareness of the importance of being autonomous in developing oral communication. Little (1995) in this respect argues that the fundamental symbol of autonomy is believed to be driven by interaction, which is thoroughly defined by interdependence. What is noticeable in their attempt to Solly depend on themselves is that they only rely on cognitive and social strategies at the expanse of all the other available strategies that will surely foster their autonomy (Little 1995; Oxford 1990). This idea can be largely elaborated in

the following question through the analysis of the strategies that students deploy to prepare for oral presentation, and this is the main objective of the following section.

Q10: Do you prepare for your oral presentation? If yes, how do you prepare for it?

This question was meant to investigate whether third year EFL students tend to prepare for their oral expression module examinations focusing mainly on their proper way of preparation. That is, what are the key points of the target language on which they concentrate the most, and what are the strategies they rely on. Students' proclamations are organised in the subsequent table:

Preparation		Justifications	
YES 92	96.84%	Memorising	73
		Doing research in the Internet	79
		Preparing and planning	13
		Practice with peers	5
NO Preparing 3	3.16%		

Table 11 : Students' Accounts about their Preparation for the Classroom Presentations

From the table above, It is clearly apparent that all most all students (96.84%) tend to prepare for their presentations in the oral expression module. Regarding their manner of preparation, they claimed that they depend on four main strategies, which are explained according to their occurrence in the provided insights including: memorising, Doing Research on the Internet, Preparing and Planning as well as Practice with Peers. To begin with, memorising the presentation according to the majority of students is the most effective strategy that ensures delivering a sensible performance. Learning by heart, or the memory strategies as deemed by most researchers in the field of language learning strategies (LLS) including (Rubin, 1975; Oxford, 1990) was displayed with reference to repetition, reading audibly, and memorising key points. That is to say, students are somewhat aware of the importance of using these strategies in improving their oral communication, yet these memory strategies, apart from preparing to the classroom presentation are not part of their everyday learning strategies, which would have certainly help them to be more successful (Oxford 1992). To illustrate from their own accounts, students wrote: A/ "Learn by heart my paragraphs and if I forget in class I improvise". B/ "I usually write what I am going to present and read it out loud over

and over to memorise it”. C/ “I memorise key information then I repeat what I am about to talk about”. D/ “in the oral presentation, I must learn by heart not like the other module. I am afraid I forget everything in the exam”.

Regarding the internet search variable, it seems obvious that they heavily depend on it since it is their only source from which they collect information. This explains that students often try to search for information related to the topic of the oral presentation from the internet, and this can be qualified as the cornerstone of the cognitive strategies because it compels concentrating, understanding, and selecting (Oxford, 1990). Students' accounts in this respect were quoted as: A/ “I watch videos about my subject and I search for information”. B/ “I acquire knowledge about the subject chosen from internet”. C/ “Have an overview about the topic from the internet before the exam”.

As to preparing and planning, which can be considered as metacognitive strategies following the view of Oxford (1990); O'Malley and Chamot (1990), students seem to use them with an average rate since they were not as frequently displayed as the previous strategies. This entails that students seldom try to find ways either to regulate their learning process, or to compensate their gap in knowledge. In view of that, students try to outline, organise, and record their presentations before they perform them in class. Even with their attempt to record themselves when presenting which can be considered as a technique of the compensation strategy, students still remain effortless for they do not try to translate and guess the meaning from context, and these are indeed the keystone of the compensation strategies. Oxford (1990) viewed that Guessing intelligently and overcoming limitations in speaking and writing is the aim behind the use of compensation strategies. Yet, students' insights about their own way to regulate their presentation were articulated as: A/ “I write the outline and the ideas first and then practice the presentation as if I was in class”. B/ “By recording myself and listening to what I said to improve my pronunciation”. C/ “Writing and making an organised outline, trying to memorise the main points”.

On the other hand, practice with peers as a social strategy was scarcely used among students when preparing for classroom presentations, implying that they are not sufficiently aware of how important the social strategies are in improving one's oral communication. Students are supposed to use the social strategies to communicatively and interactively prepare for their oral presentations as such pedagogical dialog would eminently help them effectively communicate and interact with the target language (Oxford, 1992). Accounting for the use of the social strategies, students said: A/ "Talking to myself in front of the mirror then to my friends over and over to correct me". B/ "By filming videos in front of my family or friends or the mirror". C/ "I usually prepare for my presentation with my friends, we act together and correct each other".

Based on the previous discussion, it can be concluded that the majority of students prepare for their oral presentation utilising various strategies especially the memory and the cognitive ones,. This means that students lean on memory and cognitive in every situation since the provided accounts concerning other strategies were hard to be found. That is to say, students use their cognition when the task reflects their level like taking notes, making research or practicing. However, when the task is beyond their level students always resort to the memory strategy to assure having an impressive presentation. In fact, students are supposed to combine cognitive with metacognitive strategies, but it was recorded that their dependence on the latter was quite restricted. The use of these metacognitive strategies such as organising, evaluating, and planning for presentation in consort with cognitive strategies like analysing, thinking, and searching for information, (oxford, 1992) helps the students to achieve a successful oral presentation. Last but not least, the social strategies that support the students to learn through interaction with others (Oxford1990) was hardly used in students' preparation for their oral presentation. For a better understanding of language learning strategies (LLS),the reader is referred to (Oxford,1990, 1992; O'Malley and Chamot, 1990; Nunen,1996) who provide insightful theoretical and practical considerations regarding the definition, classification, usefulness and teachability of LLS.

Q11: Have you ever faced any difficulties in your oral performance? If yes, what are these difficulties?

This question tried to figure out the nature of the difficulties faced by third year EFL students in their oral communication. It aimed at determining whether such difficulties are related to the command of the language or to the students themselves. Students' answers in this regard are portrayed in the table below:

Difficulties		Justifications	
YES 61	64.21%	Anxiety	49
		Difficulty in Memorising	18
		Lack of vocabulary	8
		Difficulty in pronunciation	11
NO 34	35.79%		

Table 12 : Students' Difficulties in Oral Communication

It seems clear from the table above that students' insights regarding the faced difficulties in oral communication are somewhat unsteady since (64.21%) of the study sample proclaimed that they faced difficulties, while (35.79%) did not. As to the students who have encountered difficulties in oral communication during their career, they made reference to four main factors, analysed on the basis of their frequency in students' answers. It must be recalled that there are some students who pointed out to multiple difficulties, yet in such kind of content analysis, we are more interested in understanding each difficulty on its own. Primarily, according to the majority of students, anxiety, with reference to shyness, panic, and stress evokes the most solemn problem that hinders their oral performance. Such issue could conceivably be justified by their high affective filter, which in the view of Krashen (1981) has a great impact on the TL acquisition as the higher affective filter is, the more anxious the learner is, and the less efficient the learning process will be. To express how anxiety affects their oral communication, students wrote: A/ "I am public shy and making eye contacts makes me nervous and so I stuck". B/ "I usually have panic attacks and forget the main points". C/ "Sometimes when I am not ready, I get stressed which make me face some difficulties". D/ "I start shaking and forgetting words and what to say especially in presentations".

Ostensibly important, other students stated that the most serious problem ever in oral performance can be ascribed to the difficulty in memorising as they cannot learn by heart, and they are so forgetful. A possible explanation to this problem is that students are ill-equipped with the memory strategies, which according to Oxford (1990, 1992) help the FLL to effectively acquire the target language. Students' insights in such account were articulated as: A/ "Me only difficulty is forgetting information I memorised before the exam". B/ "I always forget the words and the ideas I learnt by heart before my presentation". C/ "Forgetting the words is my biggest problem".

As contrasted to the previously discussed difficulties, related mainly to the student's personality trait, and cognitive ability to memorise, other students attributed their challenges in oral communication to the lack of vocabulary and the difficulty in pronunciation, which in students' perceptions can be associated with the complexity of the target language itself. At first, some students believe that the lack of vocabulary represents the most serious issue from which they suffered a lot when delivering their oral speech. Such lack of the TL vocabulary could either be referred to the students' insufficient or unsupervised exposure to the foreign language content. To express their deficiency in vocabulary, students said: A/ "Sometimes my lack of vocabulary make it difficult". B/ "It depends on the topic because when I don't have words I am stuck". C/ "I don't perform well because I have a big problem with finding the words". Other students, however, pointed out to the difficulty in pronunciation, claiming that they found it rather hard to properly pronounce some words in the target language. Students backed up such claim with the following accounts: A/ "I face some difficulties in the pronunciation of some words". B/ "I am not familiar with how many words are pronounced and this makes me feel nervous in front of people". C/ "Sometimes regarding the correct accents and the right pronunciation of the words".

Based on the earlier discussion, it can be concluded that students' most serious difficulties are related to their personality and memory as the majority of them pointed out to anxiety and the difficulty in memorising, while some other difficulties are rooted in the intricacy of the target language including the lack of vocabulary and the difficulty in pronunciation. This indicates that

they grant much importance to the psychological issues over the linguistic matters , which might distracts them from concentrating on the real difficulties to find solutions, to rather hold elusive difficulties responsible for their own lacunas. It must be reiterated that these two issues (the anxiety and the difficulty in memorising) seriously affect students oral communication development, but instead of holding them number one responsible for their failure, students have to be well-equipped with both affective and memory strategies to increase their self-confidence and strengthen appropriation of the TL concepts (Oxford,1990,1992).

As to the issues related to the TL complexity, students on the one hand are required to be exposed to the TL content through extensive reading and listening under more advanced pair guidance in order to enrich their vocabulary of the foreign language Williams and Burden (1997). On the other hand, students have to practise more listening and speaking depending on authentic materials of the TL to accurately improve their pronunciation (Brown, 2001). These two suggestions are at the heart of the DA approach to language teaching, grounded in the Vygotskian sociocultural perspectives including the cultural artifacts and the mediated learning experience (Poehner,2008; Van Compernelle,2014). The analysis of students answers to the next questions will help us reveal their own way to cope with the encountered difficulties.

Q12: What do you usually do to overcome those difficulties?

This question intended to reveal the type of strategies that third year EFL students depend on to cope with the encountered difficulties in oral communication development. Revealing the way students cope with the encountered difficulties will consistently help us figure out how autonomous they would be in the problematic situations. The following table reports students' answers in this concern:

Strategies		Justifications	
		Self motivation affective strategies	29
		Preparation and practice Metacognitive strategies	15
		Repetition and Rehearsal Memory strategies	11
		Social strategies	2
		Cognitive strategies	3
YES 45	47.37%		
NO 50	52.63%		

Table 13 : Students' Strategies to Cope with the Difficulties in Oral Communication

The table above indicates that nearly half of the study sample (47.37%) depend on the LLS to cope with the encountered difficulties in oral communication. the other half (52.63%), however, did not hint at any strategy, which could possibly be explained with reference to the following points: either these students did not face any difficulty in oral communication, which seems to be far from reality, or they abstained from answering due to laziness, and this was the case of few students with some questions. As to the students who proclaimed that they used to adopt some LLS to overcome the difficulties in oral communication, they pointed out to five main strategies, including: Affective, Memory, cognitive, metacognitive, and social strategies.

To begin with, self-motivation, or affective strategy as termed by Oxford (1990) is the most efficient strategy according to some students since it helps them get reed of speaking anxiety through breathing exercises, talking positively about oneself, and forgetting about the audience. That is, these students are to some extent conscious of how prolific the affective strategies are in eradicating their most harmful problem in oral communication. According to Oxford (1990), Affective strategies help students lower their anxiety and encourage themselves to feel at ease as They assist them in regulating emotions, motivations and attitudes. In this concern, students made reference to the following insights: A/ "I take deep breaths and speak positively to myself". B/ "Breathing exercises and saying to myself everyone makes mistakes". C/ "I try to forget about

people and imagine I am the only person”. D/ “I remind myself that I am capable of doing great things”.

Moreover, according to some other students, repetition and rehearsal, or the memory strategy stands for the most effective strategy that helps them overcome their public fear and most importantly expand their vocabulary. Students resort to the memory strategies including repetition and imitation in order to protect their self-image and display an acceptable level in oral communication, and this implies that they are mindful of the optimal success in language learning via memorisation (Oxford 1992). To exemplify from students answers, they said: A/ “In my opinion repetition is the key to success in oral module in order not to look for words in front of the public”. B/ “I try to imitate native speakers and memorise new words”. C/ “By repetition over and over til I can speak without the paper”.

Furthermore, preparing and practice, considered as a metacognitive Strategy was seldom displayed in students’ answers as contrasted to the other strategies, which explains that students are restrain to a limited set of strategies and rarely try to adjust their learning habits. As such, students depend on the metacognitive strategies through organising and preparing the presentation in advance in order to overcome the expected difficulties. In doing so, students wrote: A/ “I search for the topic and organise more information”. B/ “The only thing I need to do is to practice more and more before the presentation”. C/ “Prepare myself at home”.

Regarding social and cognitive strategies, it seems obvious that students scarcely depend on them to solve their own problems since they were hard to be found in their accounts. This explains that students rarely try to find ways either to understand and acquire new concepts in the TL or communicate with it unless they are obliged to do so as a pedagogical requirement. On the one hand, students communicate with mates and ask more advanced pairs. Even with these techniques students still remain effortless for they do not interactively use the TL on everyday basis, which would certify achieving communicative competence, the ultimate goal of FL and L2 learners (Canale& Swain, 1980). To illustrate for such scarce use of the social strategies to overcome the

difficulties in oral communication, students wrote: A/ “Asking people of specialties”. B/ “Communicate with mates”. On the other hand, students try to practise listening and reading , but unfortunately depending on such cognitive processes is not part of their learning routines. Students accounts regarding the adoption of the cognitive strategies to cope with the encountered difficulties in oral communication were limited to the following accounts: A/ “Listening to podcasts and ted talks”. B/ “Reading books”.

In light of the above, it can be concluded that approximately half of the study sample utilise the LLS for the purpose of overcoming the faced difficulties in oral communication. this indicates that these students take advantage from the social, cognitive, metacognitive, and mainly affective and memory strategies in order to cope with the challenges of the target language oral communication. A possible explanation to the unequal use of the available LLS is that not all students pointed out to the experienced difficulties in oral communication, and the only mentioned difficulties were mainly related to anxiety and memorisation problems, which inevitably require the affective and memory strategies at the expense of any other one. Actually, there is no right or wrong strategy as Oxford (1990) herself proclaimed, yet FL students are compelled to incorporate both cognitive and social strategies for they are the only ones that provide direct exposure to the target language through listening and reading, and offer a great opportunity to interactively practise the TL with different interlocutors who can help in improving one’s oral communication. it can be attested that these two strategies (the social and cognitive ones) constitute the keystone of the sociocultural theory of mind developed earlier by Vygotsky as they grant much importance to the cognitive development and the mediated learning experience (Poehner,2008).

As to the use of the affective and memory strategies that was slightly higher than the previously discussed ones, is in the view of Oxford (1992) believed to support the students in overcoming anxiety and thus realising an effective oral communication. Regarding metacognitive and compensation strategies, which were described with a little to no use at all of the latter in students’ attempt to cope with the difficulties in oral communication since they seldom try to find

ways either to regulate their learning process, or to compensate their gap in knowledge. This indicates that students still remain helpless for they do not try to guess the meaning from the context, and this is indeed the corner stone of compensation strategies. On the steps of Oxford (1990), Guessing intelligently and overcoming limitations in speaking and writing is the aim behind the use of compensation strategies that would help students reach strategic competence and ultimately pragmatic competence , and this is the issue of investigation in the next question, which aim is to inspect the missing points in students' oral communication .

Q13: Do you think that there are some missing points on which you still need to work to improve your oral communication? If yes, what are these points?

This question attempted to investigate third year EFL students' perceptions of the good command of oral communication. It principally aimed at determining the language areas which according to their perceptions, they still need to improve to reach a better level in oral communication. It accordingly tried to highlight students' awareness of their lacunas in interlanguage pragmatic competence and their interest in overcoming them. students' accounts are structured in the table below:

Missing Points		Justifications	
YES 82	86.32%	Expanding vocabulary	69
		Fluency	24
		Self confidence	19
		Accuracy	33
		Appropriateness	51
NO 13	13.68%		3

Table 14 : Students' Perceptions about their Requirements in Oral Communication Development

The table above displays students' insights about their missing points in oral communication that require more effort from their part. Yet, the majority of the study sample (86.32%) declared that there are some missing points on which they still need to work hard, while (13.68%) did not; either because their oral communication is perfect, and this is once more far from reality, or they abstained from answering since they cannot identify their own lacunas. As to the students who acknowledged their missing points in oral communication, they made reference to: Expanding

Vocabulary, self-confidence, fluency, accuracy including grammar and pronunciation, and appropriateness. As noted earlier, there are some students who mentioned several lacunas of their owns, yet in such type of content analysis, we are more concerned with understanding the effect of each missing point on the students' oral development depending on how frequent every factor is in their accounts, and that is why the analysis is carried out on a gradual basis moving from the most frequent variable to the less frequent one.

Firstly, and most importantly according to the majority of students, expanding vocabulary, with reference to learning new words and expressions and discussing various topics should be on top of their oral communication development agenda since they believe that vocabulary deficiency is one of the key issues hindering their speaking performance. As elaborated earlier, in order for students to enlarge their vocabulary of the target language, they have to be exposed to extensive reading and listening with the aid of the TL sociocultural sources and the supervision of more advanced pairs that help in moving their ZPD forward (Van Compernelle, 2014; Poehner, 2008). To articulate their contemplation about vocabulary expansion, students wrote: A/ "Yes, I do need to expand my vocabulary in all sides of the word such as economy, politics, health, ..." B/ "Yes, I have to work more on my vocabulary I don't know many words and grammar as well". C/ "Yes, to have all the words which I need to talk in any topic".

Seemingly interesting, other students believe that improving fluency in speaking should be given more attention from their part as they reached a conviction that a fluent speaker is a good speaker of the target language. This new tendency in oral communication development could be explained with reference to two reasons: either because students are taught under the new language teaching methods including the CLT, which focus on fluency over accuracy, or because they noticed that the language used by natives is fluent but not accurate. It should be pointed out that such orientation of focusing on fluency over accuracy was adopted since ever the functional-notional syllabus was brought to language education (Nunan, 1991). Students' insights about their interest in developing fluency were voiced as: A/ "My fluency and accuracy". B/ "Yes, there are some

missing points that are fluency and knowledge”. C/ “I always think the words that I am going to say I have to improve this to be more fluent”.

Self-confidence, according to some other students evokes the most compelling factor in oral communication that necessitates more frequent training since their main problem in speaking as thoroughly discussed earlier, is referred to anxiety. This problem in speaking could be accredited to one of the three following factors: first, anxiety is part of the students’ own personality traits, and this could be psychologically and therapeutically treated with help of the clinical procedures (Haywood & Lidz, 2007). Second, the student does not have a good command of the target language, and this can be solved through the extensive and mediated exposure to the TL content (Van Compernelle, 2014). Third, the student is ill-equipped with the appropriate strategies including the affective ones to regulate his/her emotions, which can be achieved through the strategy training (Nunan, 1996). It is worth noting here that though anxiety seriously affects students’ oral performance, EFL students should shift their focus to finding solutions to their own deficiencies in the target language, rather than holding debilitating difficulties responsible for their own lacunas. Students’ accounts regarding their aims to improve self-confidence were quoted as: A/ “Self-confidence is my only problem”. B/ “Yes, speaking in larger groups of people and working on my self-esteem and anxiety”. C/ “Yeah, I need to improve my public speaking skills and get rid of my anxiety and shyness”. D/ “Yes, I need to work on how I get over my stress when I face people”.

Opposed to the formerly explained missing points in students oral communication development, including vocabulary expansion, fluency, and self-confidence, other students claimed that accuracy, with reference to grammar and pronunciation, is the language area on which much work is compelled in order to improve the oral performance. To begin with, some students think that the good command of the TL grammar is the key to good performance in oral communication. Such assumption is in line with the grammar then pragmatics claim, which means that grammar is prerequisite for the TL development including pragmatics (Kasper & Rose, 2002), and this indicates

that these students grant more importance to grammar over pragmatic. To articulate their interest in fixing their TL grammar, students wrote: A/ “Yes, some grammatical rules especially tenses to be able to say any sentence correctly”. B/ “Yes, I think I need to improve my formality and grammar”. C/ “Yes, I should get rid of my grammatical mistakes when I speak”. Equally important, other students consider pronunciation as the language area that requires much focus from their part claiming that they have to develop a native like way of the TL pronunciation. Students supported their assumption with the following accounts: A/ “Yes, I need to work more on my pronunciation”. B/ “Yes, I need more vocabulary, better fluency and especially a better pronunciation”. C/ “Yes, I need to be able to pronounce like native speakers”.

Last but not least, appropriateness, a sign sure aspect of pragmatic competence following the view of Van Compernelle (2014), was qualified by only a handful students as the language behaviour that needs to be focused on in order to develop oral communication. A possible explanation to the scarce exhibition of appropriateness in students’ insights is that these students have been taught with no reference to the sociocultural perspectives incorporating the pragmalinguistic and sociopragmatic aspects of the TL (Van Compernelle, 2014), and thus they are not mindful of the importance of pragmatics in developing oral communication. Second they are not aware that they have certain deficiencies in pragmatics, which might distract their attempt to develop it. Students’ accounts in this regard were restricted to the following statements: A/ “Yes, sometimes I don’t find the appropriate words to say what I want”. B/ “Yes, because I always find difficulties in understanding the language of the natives”. C/ “Yes, total competence and the ability of selecting the right words in communication”.

To conclude, we can say that the missing points in students’ oral communication according to their own accounts are referred to accuracy, appropriateness, and most importantly vocabulary expansion, fluency and self-confidence. This entails that these students grant much importance to fluency and self-confidence as they consider them as evidence for the good speaker, while less

attention is granted to accuracy and expressly appropriateness since they are not fully aware of the importance of pragmatic in language use. It should be acknowledged that much more effort incorporated with effectively proper strategies regarding vocabulary expansion, fluency, and self-confidence is required in the oral communication development for the mentioned factors greatly influence students' performance, but they are not satisfyingly developed.

Concerning the missing points related to accuracy and appropriateness, to which little to no focus is granted, students have to initially work on their language accuracy in order to develop oral communication. More importantly, appropriateness, the top requirement in the view of universal pragmatics in developing the oral communication, which was hardly found in students insights has to be granted particular interest in students' learning strategies and teachers' instructional methodologies adopting the sociocultural means and the mediated learning experience (Van Compernelle, 2014).

B/ Discussion and Interpretation of Data Obtained from the Questionnaire's Third Section

The analysis of the obtained data from the third section of the open-ended questionnaire helped us understand the way third year students improve their oral communication, given the importance granted to the development of interlanguage pragmatic competence, and the encountered difficulties in the acquisition of this ability. To begin with, it can be clinched that the majority of the study sample display a certain level of autonomy in learning, and this might be ascribed to the EFL context conditions compelling them to deploy learning strategies in coping with the oral communication challenges. It should be noted, however, that in their journey to autonomous oral communication development, students merely depend on cognitive and social strategies at the expense of any other type of strategies. In convergence with Little's (1995) belief, incorporating such types of LLS evidently leads to interdependence, and then independence, and both stand for the multidimensions of autonomy in learning. In comparison with students' attempt to solely develop their oral communication, which was mainly defined by the cognitive and the social

strategies, in preparing for the classroom presentation, they mostly rely on memory and cognitive strategies in order to avoid all the possible mistakes when presenting. yet, Oxford (1990, 1992) stressed the importance of integrating a number of LLS in any task inside and outside the classroom to assure fostering the learners' autonomy.

As to students' difficulties in oral communication development, they are mainly related to anxiety and memorising issues, while some others are grounded in the target language complexity. This implies that a great importance is given to the psychological issues over the linguistic and cultural challenges i.e. students tend to consider anxiety as a debilitating difficulty that hinders their oral communication development, and such belief is likely to disturb them from coping with the real challenges, holding intangible difficulties responsible for their own lacunas including accuracy, fluency, and appropriateness. In an attempt to overcome such difficulties, nearly half of the study sample take advantage of the LLS and mainly the affective and memory strategies to develop their oral communication which can possibly justified by their related accounts to anxiety and memorisation problems. Concerning the other types of LLS including social, cognitive, metacognitive and compensation strategies, which were characterised with a very slight use in students' attempt to cope with the difficulties in oral communication, the limited use can be either referred to student's unawareness of their own difficulties or to their unfamiliarity with the different types of strategies.

As far as the missing points in students' oral communication are of great concern, it seems obvious that they are mainly framed within the following areas involving vocabulary expansion, fluency, and self-confidence. This can be justified with students' assumption that fluency and self-confidence are deemed as a prevailing evidence for the good speaker of English. The missing points reported about accuracy and expressly appropriateness, however, quite less frequent in their agenda of oral communication development as they are not mindful of how significant pragmatic is in

everyday language use, and this is in convergence with universal pragmatics that considers appropriateness as a top requirement in developing the oral communication

In this phase, students' questionnaires were subject to content analysis, following the grounded theory, whereby concepts emerged from the systematic interpretation of informants' accounts. In realising such content analysis, we went through the following bottom up procedures: key words analysis of students' answers, synthesising and organising the recurrent items from their answers, arranging them into generative categories displayed in legible tables, and then providing illustrations from their accounts. Such bottom up process of analysis has generated different categories accounting for Students' insights about their level of interlanguage pragmatic competence, their Insights about the Status of Interlanguage Pragmatic Competence in Oral Courses , and their Insights about their level of Interlanguage Pragmatic competence and their Difficulties in Oral Communication. Following the grounded theory, the questionnaire results were subject to the internal and external reliability test whereby all findings were compared to one another considering the overall context, and thus interpreted according to the already existing theories or previous studies.

These findings were later on compared to that of the interview to reveal any possible match between students and teachers insights.

4.1.2 Presentation and Analysis of the Interview Findings

As already clarified, the principal peculiarity of the case study paradigm is searching for qualitative data, which is at the heart of the current investigation. After bringing insights from third year EFL students about the status of pragmatic competence in the department of English Batna-2 University, more in-depth qualitative data were required from the oral expression teachers' side as they were qualified to help us better understand the issue under investigation. To this end, teachers were invited to participate in a semi-structured interview, the main aim of which was to expand our understanding of the way the oral expression module is taught, emphasising the possible use of the DA approach from their part to benefit from their experience. It mostly attempted to divulge their

methods of teaching and assessment in the oral expression course, highlighting the aims put forward for the development of students' oral skills.

4.1.2.1 The Interview Informants

The interview informants were selected on the basis of the purposive sampling technique where all oral expression teachers were invited to participate in this interview as they represent a limited number. Following the view of Cohen's et al. (2007), we opted for the use of the purposive sampling as it helps in reaching subjects who can provide enriching information to the topic under investigation. Thus, 8 teachers of oral expression module from the department of English Batna2 University took part in this interview. All of them were assumed to be able to portray the issue being investigated as detailed as possible.

Regarding the interviewees' claims about their profiles, all of them confirmed that they do represent the language teaching context, and thus would perfectly be able to report the current status of the students' language proficiency along with the adopted methods of teaching and assessment. From their teaching experience of the oral expression module, all of them were reported to have a reliable depiction of the status of pragmatic competence and the methods deployed for its furtherance in the EFL context, from which the researcher can benefit in the conduction of the experiment in the same setting.

To determine teachers' insights patterns, a bottom-up procedure was adopted, following mainly the Grounded Theory approach, which stands for the comprehensive synthesising of the qualitative data to divulge usually unexpected notions (Thomas, 2006). Adopting a bottom-up design, that is, relying on the Grounded Theory approach to trigger the emergence of concepts from the interviewees' accounts, highlighting the most frequent patterns in their responses. Following the Grounded Theory approach (whereby a theory tends to emerge from the qualitative data) was meant to depict the status of pragmatic competence and the use of the DA approach described by the oral expression teachers.

It is worth mentioning that none of the analysis procedures would take place without the transcription of the recorded interviews as it facilitates the data retrieval underlining the most pertinent information from the interviewees' answers. Similar to the analysis of the questionnaire, this section is no exception as it is also organised into three main units reflecting the different sections of the interview (see appendix B). The steps of the analysis are discussed in the following sections:

4.1.2.2 Teachers Insights about The Instructional Methods Used in the Oral Expression Module

The first section of the semi-structured interview was set to identify the methods of teaching utilised in the oral expression module from the teachers' claims. It tried to stress the strengths and weaknesses of each method as well as the aims set forth in the design of its procedures. Following the steps of each method, this section tried to reveal the difficulties related to the used method itself and/or to any other factors. It also inspected the existence of the dynamic assessment procedures, be they planned or impromptu. Teachers' accounts in this concern, were subjected to content analysis. The first step was to conduct a key word analysis, generating categories from the statements made by the teachers. Then, a further analysis of these preliminary categories revealed that some of them had to be further subdivided, while others could be grouped together. The researcher provided illustrations for each category from questions (1 to 7). These illustrations serve as evidence to prove either the recurrence of or the difference between these variables.

Q1: Why have you chosen to teach oral expression module?

This question mainly tried to unveil the motives and the reasons that triggered the teachers' choice of the module. It was meant to best depict the way oral expression module is assigned to the teachers as it is commonly known that the more the teacher is motivated to teach such a module the better methods or strategies he/she would have deployed.

The analysis of the informants' answers to this question revealed three types of teachers in terms of their choice to the oral expression module. First, three teachers out of eight exhibit a high

positive aptitude as they trust their abilities in teaching this module. They are sure, as assigned to this module, they have the ability to do better in improving students' oral communication. As an illustration to this category, interview four said: "... you know, this is their third year and still they can't manage to speak English for even five minutes, so I chose to teach this module to help them doing better ..."

Second, half of the interview informants demonstrate a high level of self-motivation to teach the oral expression module. The interactive nature of the module tends to trigger the teachers' motivation as they want to build a solid connection with their students. This type of teacher student relation is meant to shorten the distance between them, and thus lower the students' affective filter (Krashen,1981). As an account from the interviewee seven to this category of teachers: "Simply because I like the module, it is more interesting, funny, I interact more with the students, I mean the module allows me to get closer to the students and know better about their needs and their difficulties ..."

Third, only one interviewee out of eight seems to be less motivated as compared to the others for this teacher is more interested in teaching the content modules. Yet, for administrative considerations, this teacher is believed to have the required qualities for teaching the oral expression module. As extracted from the teacher's answer to this question: "Honestly speaking I am kind of more interested in teaching literature and civilisation, but this is the third year I get assigned to the oral expression module and actually it is becoming like less challenging ..."

As already discussed, the interviewees' answers are divided into three main categories: positive aptitude, self-motivation, and less motivation. Assuming that the majority of the interviewees display a fairly high level of motivation and aptitude, they are expected to guarantee a smooth learning atmosphere in the language classroom(Williams& Burden, 1997), and this in response allows the students to better improve their oral communication skills.

Q2: Let's say that the oral communication development is one primary goal of learning a foreign language, in your opinion, what are the teaching methods that best fit the oral expression

module and why? This question intended to reveal the teachers' awareness of the available methods that fit with the development of students' oral communication skills.

The examination of the informants' accounts generated four major views about the language teaching method in general and the oral expression module in particular. In the first view, half of the interviewees agreed on the compatibility of the communicative language learning method to oral expression module instruction. They supported their salient choice with the effectiveness of this method in providing a highly interactive learning atmosphere where the students feel comfortable to express themselves freely. Apart from the interactive attribute of this method, these teachers did not provide a detailed description of the way this method could be implemented in the oral courses. This view is best illustrated in the words of interviewee two: "... I personally favour the communicative method which is based on interaction and communication, I don't like the other methods which rely more on grammar and rules, you know they limit the students ..."

In the second view, quarter of the interviewees insisted on the usefulness of integrating ICTs in teaching the oral expression module. They backed their suggestion with the fact that the students of the new generation tend to utilise ICTs almost everywhere in their daily life which urged such use to expand to involve their oral expression courses. It is worth mentioning that these teachers did not specify any method whereby ICTs could be implemented and how it exactly helps in the furtherance of students' oral communication. This view is described in the words of interviewee four as: "In my mind, I reached a conviction that whatever the method is it should be based on the use of the ICTs".

In the third view however, only one informant referred to the use of different topics in teaching oral communication. Again, the name of the method which covers the use of a range of topics was not provided in the interviewee's answer. This reference to the researcher knowledge could be attributed to the use of the notional functional syllabus (Nunan, 1992; Williams & Burden, 1997). To put it in the interviewee's exact words, we can say: "... As you know students need to learn to speak in different topics, and for that I believe whatever method serves this aim can be fit,

I mean any method which focuses on varying the topics would help, it would definitely develop the students' ability to speak..."

In the fourth view, one last informant pointed out to the importance of using the competency based approach for the instruction of the oral expression module. Based on the interviewee's assumption, this approach has proved to be of a remarkable effectiveness generally in language teaching and particularly in the oral expression module. From the interviewee's words: "I would say, as the competency based approach proved to be very efficient since ever it was incorporated in Algeria, I myself believe in it to be one really amazing method to improve the oral skills of our students ..." It is hard to distinguish from such account whether the competency based approach is perceived as an approach or a method of teaching which in fact denotes an umbrella term representing an overall teaching approach that includes a large number of methods.

The above discussion indicates four different views regarding the methods that best fit the teaching of the oral expression module. Though, it was not obvious whether these views could be referred to either an approach or a teaching instrument at the exception of one view that mentioned the topic-based method, which once more was not clearly stated. This explanation indicates that the interviewees mainly focused on the effectiveness of integrating various topics, ICTs, and interactive techniques in the oral expression module at the expense of the importance of making the difference between an approach, a method, and procedures. Put it differently, these interviewees tend to focus more on the efficiency of the methods regardless of their theoretical and practical underpinnings as they did not elaborate the procedural considerations of the provided methods including: organising learners into small groups forming circles with a representer for the community/communicative language learning method (Williams & Burden, 1997), referring both the topic-based procedure and the ICT tools to the communicative approach in general.

Q3: Every teacher is supposed to use a particular method of teaching, what is your exact method of teaching in general, and how do you teach this module in particular? This question tried to determine the exact method used by the teachers of the oral expression module, and how it is

implemented in their classes. Informants as such, were required to provide the procedural steps of the adopted instructional methodology.

The analysis of the interviewees' responses prompted three key views about the instructional method used to teach the oral expression module along with its procedural implementation. Firstly, in consistence with the previous question, half of the interviewees insisted on the usefulness of the CLL method in the instruction of the oral expression module. They further claimed that such method has proved success in giving students the chance to interactively participate in classroom discussion. Except from only one interviewee, whose answer to be illustrated in the next lines, the followers of the CLL methods did not fully explain the way they used to integrate it in their oral courses, which implies that the implementation of this method still remains hard to be achieved. This view can be demonstrated in the words of interviewee seven: "...Since I teach upper-intermediate to advanced learners, I try to focus on the advanced aspects of the communicative language teaching approach, i.e. Since the teacher's role in this method is that of a facilitator, students are expected to actively participate in collaborative learning activities which help them become autonomous learners and prepare them to continue to learn and practice the language outside of the classroom..."

Secondly, three interviewees maintained their conviction of the importance of integrating ICTs in the oral expression module instruction. They believe that any instructional method is effective if supported with the integration of the ICT tools. It should be noted, however that these three teachers, along with the ICT use, preferred to follow topic-based method in their oral expression module. This view is best depicted in the words of interviewee four as: "In my case, I don't really follow a particular method, I kind of favour teaching with different activities that keep the learners motivated. "I honestly see no difference between teaching different modules including the oral expression one, I don't know but for me students at a university level are expected to prepare their own lessons given the their management of ICTs , I want to say they should be the centre of the class whatever the module is and whatever the topic is..."

Thirdly, one interviewee differentiated between the use of the deductive and the inductive approaches. Following the interviewee's view about the two opposed approaches to be distinctively used in language education, the former best fits with the oral expression module, and the latter suits the other left modules. To put it in the interviewee's words: "In general I follow the inductive approach to teach all the modules. I don't directly give the information to the learners. I instead try to orient them to discover things on their own. In particular, I use both the inductive and the deductive approaches for example, using role plays, class discussion. After that, I give them feedback about their mistakes. Concerning the deductive approach, I depend on classroom presentation. I first teach them the presentation skills then I provide them with different topics to present in a good way"

In light of the above discussion, it seems obvious that the three different views about the teachers' instructional methods in general and the oral expression module in particular share the same objective, focusing on the interactive attribute of the language as the great majority of the teachers do not specify a certain method for any module, not even the oral expression one. It is worth mentioning that regardless of the interviewer's dependable attempt to reveal the techniques and the procedures that the teachers tend to use under each method, they did not provide any detailed description of the practical implementation of the adopted method. This implies that the majority of the interviewees are interested in the general objective of each method at the expense of the importance of its detailed procedural integration. More importantly, these teachers are disposed to mainly focus on the vibrant aspects of the methods notwithstanding their step-by-step application. Moreover, the interview course revealed that these teachers do not follow a certain language teaching syllabus nor a predetermined plan for the instruction of the oral expression module. Unfortunately, in the oral expression module, teachers tend to go to class with no official document or a plan to follow during the session. Instead, they favour working spontaneously, depending on different impromptu activities including free discussion and presentations.

Q4: In your opinion, what are the strengths and the weaknesses of your method of teaching?

This question was meant to understand how the teachers of the oral expression module perceive the strengths and the weaknesses of their own method, and how they deal with that. Teachers in view of that, were required to report both their theoretical considerations and practical experience about the advantages and drawbacks of each methods.

Analysing teachers' accounts in this regard revealed four main strengths and four main weaknesses, each of which is related to one of the teachers' adopted teaching method. As to the CLT method, adopted by half of the informants, teachers agreed that such method derives its strengths from its attribute of covering a wide range of activities and strategies, giving the teacher more freedom of choice depending on learners need. This is best illustrated in the words of interviewee two: "CLT is not limited to one set of activities or strategies. The teacher is free to choose from a wide number of suggested activities, depending on his learners and their level". Whereas, these informants, following the CLT method, had two different views about its weaknesses; one was related to its failure to concentrate on one skill at a time, which makes it rather time consuming, and a bit confusing for the teacher concerning what skill to develop. This was further articulated by the same interviewee: "One of its weaknesses is that, since it doesn't target specifically one aspect of language use, it usually takes time, and it is very difficult to separate skills and target only one at once ...". The other point was levelled against its failure to target the students different levels emphasising the most salient one at the expense of the others as proclaimed by interviewee three: "may be because the CLL fits mor the learners who are willing to participate neglecting those with the lower level".

Concerning the integration of the ICTs and the topic-based teaching methodology which seem to be interceded according to three informants, two factors of strengths can be highlighted. The first refers to the ICTs conformity with the new generation style of learning as said by interviewee four: "Well ,I can say, maybe it's compatible to the new generation, and let's say

motivating, I guess motivating the student is the main role of the teacher, no?” The second, however, refers to the freedom of choice offered by the topic-based orientation that is meant to trigger the learners’ motivation as pointed out by interviewee five: “if students’ are given the opportunity to work on topics of their choices, they would be more motivated to learn”. Yet, the weakened point about the ICTs integration and the topic-based orientation is first related to some practical issues concerning the incorporation of the ICT tools in the language classroom, which makes it rather challenging for teachers and students alike to adopt to such trendy way of learning as explained by interviewee six: “the only problem with ICTs is that sometimes we cannot get access to the data show though I like to use it almost every session”. Another weakness that is worth discussing in this regard refers to the lack of preparation from the teachers’ part which might lead to some methodological and procedural issues as said by interviewee two: “I just give them topic to work on then we discuss them in class”, and the lack of interest from students’ parts since they have to prepare only the topic assigned to them as interviewee six said: “every student should work on a different topic to present in class as we do not have enough time for this course”.

As far as integrating the inductive-deductive approach is concerned, the holder of this view suggested that its strength can be referred to that ability of triggering learners’ motivation and autonomy perceptions since they are urged to rely on themselves in learning as noted by the holder of such view: “ Ok, for the strengths I think it triggers the learners motivation. What ells, students should depend on themselves. They search for the information and the teacher can just guide them. In short, learners in this approach are more active”. The weakness credited to this approach, however, is that it cannot fit with all the different levels of students , and this is likely to hinder their learning improvement as proclaimed by the same interviewee: “But for the weaknesses, it doesn’t always suit all the learners’ levels, Sometimes students cannot fit within this method of teaching as they still remain passive”. This view is in line with the previous one related to the weakness of the topic- based methodology which is in return implemented as exactly as suggested by the functional-notional syllabus.

In light of this, it seems that teachers' perceptions about the strengths and weaknesses of their adopted methods are rooted in their own experiences regardless of the theoretical and the empirical underpinnings of each methods. That is, the strengths and the weaknesses mentioned by most of the informants can not typically be attributed to their methods. They instead reflect either the general challenges, related to large groups and insufficient time, they used to encounter, or the shared advantages of most recent methods including interaction and motivation. Yet, it should be noted that the strengths and weaknesses ascribed to the CLT method were specified involving the fact of incorporating different activities and strategies, integrating the four skills all at once, and following the learners' needs. This is in line with the view of Williams and Burden (1997) about the CLL method developed under the humanistic approach to language teaching.

Q5: Have you ever thought of changing your method of teaching, and if yes what factors affect you in incorporating or not incorporating this new method into your oral courses? The purpose of this question was to determine whether the teachers of the oral expression module evaluate their teaching method and thus intend to change it to a better one highlighting the major problems that challenge them in its incorporation in their oral classes.

Scrutinising the interviewees' answers to this questions indicated that almost all participants did not think of changing their methods for the following common reasons: one, because of the integration of the mixed approach (inductive-deductive) which gives the teacher the choice to work with any of them depending on the learning situation as the holder of this view said: "To be honest, I didn't feel that I need to change my method of teaching as I use a mixed approach in the oral expression module. As I already told I am using both the inductive and the deductive. So, whenever I find a problem with a method I switch to the other". Two, because the adopted method itself is considered to be eclectic integrating all the language skills, and targeting all types of learners as interviewee believed: "No, I don't feel confined in this method, so I don't think that there is a better option. And I think that also students feel comfortable with it, mainly because they are not constantly stopped every time a mistake is made, as this method does not focus on the form

mistakes”. Three, because integrating the ICTs fits with the learners of the new generation , and thus triggers them to be more motivated to learn as claimed by interviewee4: “Personally, I find this method relying too much on the use of ICTs quite effective so far in improving the students speaking skills. Yes, I wouldn’t say it’s one perfect but still it’s very useful and the students like it and got used to it already. So, no I don’t really think I need to change my method of teaching, at least for now”.

Only one interviewee, however, seemed to be willing to change the adopted method, but still did not determine a particular method, claiming that all the current teaching methods are fruitful and can improve the learners’ speaking skill. To put it in the interviewee’s own words: “ Yes, I know that all the new methods have proved their efficiency in language learning but still I couldn’t manage to adopt anyone of them to my classroom circumstances, so I’m kind of stuck with mine”. All things considered, it can be concluded that almost all informants are satisfied with their adopted teaching methods notwithstanding the disadvantages they attributed to them. That is, these teacher seem to be resistant to change as they stock to their routinised teaching methods though it is prudent for a teacher to try out new methods and procedures from time to time. It is equally important that teachers do research about their own methods and the new ones in order to enrich their repertoires of the teaching methods.

Q6: What kind of techniques, strategies and activities do you use in teaching this module, and how do you present them? This question targeted the techniques, strategies, and activities that teachers tend to use in teaching the oral expression module as well as the way they are integrated in their courses.it particularly aimed at inspecting the DA features in instructing the oral expression module.

The examination of the informants’ accounts in this question generated three major insights regarding the techniques, strategies, and activities diploid in the instruction of the oral expression module. Firstly, the CLL method followers in the instruction of the oral expression module had different insights about the strategies and the activities related to their method; the first is based on

practical considerations, while the second seems to be highly theoretical. One informant, with a practical orientation, insisted on the interactive components of the CLT method: stressing the communicative function of the language, focusing on fluency over accuracy, linking the language of the classroom to that of the daily life, and depending on authentic materials. Such view was expressed as: “There is a limitless number of exercises and activities which can be used with the communicative approach, but some of the key strategies include the focus on communicative functions, and stressing fluency over accuracy. Moreover, using authentic texts is highly recommended, as well as the constant attempt to link classroom language learning with language outside the classroom”.

the CLT followers with the theoretical orientation however, took a step forward, focusing mainly on the prescription of the CLT procedures And objectives. That is, they explained how the CLT should be implemented at the expense of how they exactly apply it to their classes, and what are the techniques, strategies, and activities they use to implement in teaching oral communication. This view can be illustrated with: “We have to bear in mind that, for an activity to be regarded as communicative, it must offer learners the opportunity to be integrated in interactive tasks. Here we can cite the functional communicative activities which usually requires learners to communicate using a set of language items at their disposal”.

Secondly, the supporters of the ICTs integration in the oral expression module which seemed to be overlapped with the topic-based instruction several times, believed that the integration of the ICT tools is the key to any successful technique, strategy, or activity. Equally interesting, these teachers insisted on the importance of giving the students the opportunity to select the topic of discussion, arguing that it is another good strategy to motivate their students and get them involved in the learning activity. Such insight can be better explained in the following account: “Yes, why not, let’s say recording students answers and then spot the mistakes within them or filming a play and then watch it together and spot the mistakes again. In the session students use their phones to check the pronunciation of words....Of course, I consider students to be the centre of the class so

somehow they decide about everything related to , let's say the topic to discuss, the podcast to listen to, the play to play, and sometimes even the ICT tool to use”.

Thirdly, the only interviewee following the deductive-inductive-based instruction claimed that learners' improvement can only take place under the following conditions: a motivating atmosphere, no anxiety, and engaging learners in groupwork as the informant explained : “Speaking about the strategies I try to motivate my students to the best of my abilities. I encourage them to be more self-confident. I try to engage them with their classmates using group work”. What is noticeable about this interviewee's account is that it made a difference between a technique, a strategy, and an activity stating all the used activities in the oral expression course as further explained: ”Concerning the activities, I mainly depend on debates, presentations, and role plays”.

All in all, the interviewees' answers to this question came to confirm the results yielded from question three, which stated that almost all the interviewees tend to focus on the interaction in the classroom notwithstanding the teaching method followed for the instruction of the oral expression module and its practical implementation. To this question then teachers did not provide a detailed account regarding the way they used to integrate any technique, strategy, or activity in their oral courses. It should be noted that the majority of the interviewees focused mainly on the following key points: one, the theoretical consideration, regarding how the pursued method should be implemented; two, the ICT tools integration without providing any detailed explanation of the related techniques, strategies, and activities; three, pointing out to the importance of having a motivating atmosphere without mentioning the exact motivational strategies used for that. Equally important, most of these teachers tend to consider the oral expression module as a course for fun and interaction with learners, which depends on free discussion and presentations , and thus requires little to no attempt of preparedness. This view came to confirm the findings obtained from the open-ended questionnaire submitted to third year EFL students who proclaimed that they prefer the oral expression module for it is easy and fun.

Q7: Let's say, the provided time and the crowded groups are two major problems in teaching oral communication, how do you manage that, and what are the other obstacles that you used to encounter in teaching this module? This question addressed all the obstacles encountered by the teachers of the oral expression module in class stressing the strategies these teachers deploy to cope with the given challenges.

Analysing the informants' accounts in this questions revealed that all the teachers who took part in the interview agreed on the fact that the crowded groups and the provided time for such course provoke a major issue in the instruction of the oral expression module. It should be noted here, that half of the interviewees believed that these issues, the crowded groups and the provided time, represent the only difficulties hindering the learning process to which no solution has proved efficiency as interviewee one said: "Honestly, these are exactly the two major problems which have always been the concern of many teachers, but with no fruitful solutions".

Yet, these interviewees seemed to have different insights regarding the practical solutions provided to this problem. first, some teachers remained passive and did not display any reaction to such issue because all the recorded attempts have failed as interviewee three said: "With the huge number of students, teachers cannot make them all take part in those activities". Second, others have suggested the following solutions: one, running the session with volunteers and not with assigned participation; two, using groupwork; three, trying to recall all the students to give them the chance to participate one at a time. The three different suggestions are illustrated respectively in the following lines: "Maybe the only thing the teacher can do here is to let volunteers animate the session instead of appointing participants every time". "Well, I try to rely on group activities to save time and give the opportunity to all the students to participate". "That's exactly the challenge, but sometimes I rely on my memory, I try to remember those I asked in one session, and I start with those left in the next one. And sometimes those students who really do not bother to participate no matter how hard I try give better chances to the other students to speak". What is particular about their suggestions is that they can fit with any instructional methodology for they seem to reflect the

contextual teaching requirements more than the procedural implementation of their adopted methods.

Apart from the already discussed problems, the crowded groups and the insufficient timing, there exist some other main obstacles according to the other half of the informants to which they did not provide any solution either as it is beyond their abilities. These other main obstacles can be better explained in the words of interviewee seven: “mmm, We don’t have teaching materials. We can’t have access to the data show most of the time. We don’t have speakers. We also do not have internet in our classes. These can be deemed as technical issues to which teachers cannot provide practical solutions for it is beyond their capacity.

Put it differently, it can be understood that almost all participants got used to those obstacles and thus remained helpless teaching under the same conditions. Though the majority of the respondents agreed that the most serious problems are the crowded groups and the insufficient timing for the oral expression module, a little to no attempt was recorded as a solution to such problem from their parts. Speaking about any other obstacles in teaching this module, no concern was noticed as the great majority of the teachers did focalised on the previously mentioned problems. Assuming that the majority of the interviewees display a fairly high level of motivation and aptitude, they are expected to guarantee a smooth learning atmosphere in the oral communication module which allows the students to better improve their oral communication skills.

To put the results of the first section of the semi-structured interview in a nutshell, teachers’ accounts in answering the first to the seventh questions are summarised in the following points. First and foremost, the interview course revealed that the three different views held by the informants regarding the adopted methodology in the instruction of the oral expression module shared a similar objective stressing the interactive trait of language learning in the CLT method, the inductive-deductive approach, and the topic-based methodology coupled with the integration of the ICT tools. However, most informants were mainly interested in instructing the oral expression

module depending on the usefulness of discussing various topics and integrating ICTs in the oral expression module regardless of the theoretical backgrounds of the used methods. More importantly, the majority of teachers side-stepped explaining the techniques and the procedures that they used to follow under each method, which implies that they tend to focus on the vibrant aspects of each method neglecting the importance of its detailed practical implementation. Adding to that, according to most of the interviewees, the oral expression module is considered to be a course for fun and interaction with learners, which does not require a great deal of preparedness, but rather depends on free discussion and presentations.

Concerning the strengths and weaknesses attributed to the adopted teaching methods from the teachers' part, they seem to be the result of their own experiences notwithstanding the original theoretical and empirical characteristics of each method. As to the obstacles faced in teaching the oral expression module, the great majority of informants insisted that the crowded groups and the insufficient timing for such course are the greatest threats, considering them as a necessary evil to which all attempts have failed to bring solutions to the problems. Regardless of the obstacles encountered in teaching such course, almost all teachers seemed to be unwilling to change their adopted instructional methods sticking to their routinised way of teaching. All things considered, in all the teachers' answers across all the questions related to methods of teaching deployed in the department of English, no account indicating the integration of the dynamic assessment procedures in the oral courses was recorded, be it planned or impromptu nonetheless all of them seem to be following recent instructional methodologies.

4.1.2.3 The Teachers' insights about the Methods of Assessment Used to Evaluate Students' Oral Communication Development

The purpose of the second section of the semi-structured interview was to recognise how the teachers of the oral expression module assess their students' oral communication improvement. It principally attempted to reveal their goals of assessment, which are grounded in the criteria put forward to evaluate students' oral performance. In this section as well, the informants were asked

about the challenges encountered in their assessment procedures. The examination of teachers' answers to questions (8 to 13) revealed different assessment criteria that helped discover how teachers perceive oral communication development. For a better understanding of teachers' perceptions, The researcher provided illustrations for each sub-category in every question.

Q8: Do you think that students are self-motivated to learn in this module, why or why not?

The main aim of this question was to measure the extent to which the oral expression teachers know about their students' self-motivation level during their assessment procedures. It also tried to inspect whether these teachers make a relationship between assessment and assistance which is the main goal of dynamic assessment.

The scrutiny of the interviewees accounts in the given question generated two key views among teachers regarding students' motivation to learn in the oral expression module. On the one hand, five teachers out of eight claimed that third year students are motivated to learn in this module where they do not feel obliged to study a specific topic or to take an exam in a given subject. As an illustration to such assumption, interviewee five said: "I think that the free nature of Oral expression is its most attractive trait: students do not feel that there is a certain material they are expected to cover or that they will be assessed on a given subject, something which makes them motivated more than in any other module". From such account, we can understand that these students are extrinsically and not intrinsically motivated as They are sure, they can do better in performing the easy oral expression tasks. Generally speaking however, the more students are engaged in challenging tasks, the more motivated to improve they are (Bandura, 1994). Yet, only one interviewee among those who believe that students are motivated, postulated that such motivation is driven by the opportunity to discuss topics of their choice as interviewee six said: "Well, I think that students are self-motivated especially in this module as they are given the chance to select free topics for discussion".

On the other hand, three interviewee out of eight argued that students are less motivated to learn in all the modules not even the oral expression one, but they did not offer any account that might explain why students lack the eagerness to learn. To put this in interviewee four words: “I would say, only a minority is, but still I see that most of them are not really self-motivated. Why exactly, I don’t know but I think they behave the same in all modules because I taught other modules like written expression and grammar, and I can say that students are not motivated”. In view of that, we can understand that even the interactive nature of the oral expression module did not trigger the students’ motivation as reported by their teachers. Yet, such learning environment is likely to lower the students’ affective filter, and thus motivate them to learn and improve.

As already discussed, the informants’ accounts regarding the students’ motivation were split into two different views; some teachers thought that students are motivated, while others argued that they lack motivation. The more important matter however which most teachers did not seem to take into consideration is understanding the real reasons contributing in or deterring students’ motivation, yet having a clear insight about what motivate and demotivate the students helps the teacher create an appropriate learning environment and smooth assessment procedures. It should be noted here that diagnosing students’ level of motivation is considered as a part of teachers’ role in assessing their developmental process because it helps them in integrating both assessment and assistance, and this is at the heart of the DA procedures.

Q9: While students are performing an oral task, what do you usually do?

This question sought to unveil the oral expression teachers’ attitudes towards their students’ oral performance underlining the teachers’ behaviours, strategies, and reactions along the students’ performance.

The analysis of the answers to this question demonstrated different types of teachers regarding how they deal with the students oral performance in class. First of all, teachers with the free topic discussion orientation claimed that they used to sensibly listen to the students’ performance aiming at spotting the possible mistakes to correct them after they finish. These

teachers insisted on the importance of taking notes during students' performance, asserting that such strategy helps them know about students' strengths and weaknesses. This claim can be illustrated in the words of interviewee eight: "I try to listen to them carefully; of course, I take notes about their performance to give them comments about their mistakes at the end, and to praise the work, why not".

Moreover, the teachers who believe in the interactive nature of the oral expression module, including the CLT perspectives and the ICTs integration, said that their role in such course is to manage the class discussion to give the students an equal chance of participation. they further stated that sometimes the students' hyper interaction takes a different direction giving the introverted students no opportunity to express their thoughts, which urges the teacher to act and organise the classroom discussion to help all the students benefit from it. As an illustration to such account, interviewee one said: "because this is an interactive module and with the crowded groups we have, I find myself obliged to manage their interaction. You know, students don't give the chance for the others to speak, especially during debates so I have to organise all of them to get a chance to speak".

Furthermore, one interviewee seemed to take a step forward, providing us with theoretical considerations that prescribe the procedures to follow during students' performance. According to this interviewee, teachers can be prompters as they can help with certain words or phrases needed in a particular activity. They can also take part in group discussions or similar activities. From such account, we can understand what a teacher of this module should do during the students' performance and not how this teacher used to exactly deal with such matter. To put it in the interviewee's own words: "Theoretically speaking, A teacher can provide individual students or groups with further directions or explanations. However, they have to make sure that they are just facilitators and not dominant, and that their help is necessary and students are really in need for that, in order not to violate the autonomy of his learners". Such view, held by a CLT follower, came

to unveil one feature of the interactionist approach to DA, that is assisting the students along their performance, rather than focusing on spotting their mistakes.

All things considered, teachers' focus regarding how to deal with students' oral performance seemed to be mainly directed to recording their mistakes and organising their turn taking in the classroom discussion. It should be noted in this concern that the great majority of teachers were primarily interested in the following key points: one, taking notes about students mistakes to correct them; two, organising the classroom discussion to help all the students participate; three, offering theoretical considerations, regarding how the teacher should react to his/her students' performance. As already elaborated in the preceding section of the interview, the majority of the informants seem to perceive the oral expression module as a course for free discussion that does not require a great deal of preparation for both instruction and assessment.

Q10: What kind of impact might your feedback have on your students' oral performance?

This question aimed to reveal whether the oral expression teachers' take into consideration the students' attitude toward their feedback stressing the teachers' consciousness of the quality of the feedback they are giving to their students.

The interviewees' answers to this question confirmed that almost all participants used to give their students a positive feedback for the subsequent main perceptions they hold: one, selecting the appropriate comment to correct the students' mistakes would help them feel at ease and move forward as interviewee two said: "Usually it is positive, when a teacher opts for the right strategy to correct or criticise, students don't feel embarrassed and accept it positively". Two, the given feedback has proved its effectiveness as it helps the students immediately correct the occurred mistake. To put it in interviewee one words: "When I give them feedback, they take it into consideration and they correct their mistakes and try to enhance their performance". Three, the feedback does not only mean correcting the given mistakes, but it rather involves encouraging the students and praising their work as interviewee four believed : "Well, I always try to encourage

them while speaking, and I give them positive comments; I also don't correct all the mistakes they do to help them feel they are improving. What else, I try best to make them feel very comfortable and free to speak and that's why I don't make them worry about the marks, I give them good marks just to encourage them to do better.

Yet, one interviewee claimed that regardless of the positive feedback given to the students, they still display a very low level of motivation, and thus keep making the same mistakes. Putting such account in the interviewee's own words: "definitely, I give them positive feedback; I always try to encourage them to do better but unfortunately the majority of them seem to be demotivated and what really matter to them is getting good scores". Generally speaking, the interview course indicated that all the participants consider the feedback they tend to give to their students to be positive thanks to its contribution in students improvement. Though, it should be noted that most of the informants were interested in correcting the occurred mistakes at the expense of praising the whole work because their account in this concern were limited to the correction of mistakes as the main form of feedback. What is worth expanding in their perceived positive feedback is that these teachers tend to look for the most relevant expressions to deliver their corrective feedback, but they do not gradually help students to try correcting themselves, and thus guarantee a better oral performance in the future. Such gradual process in assisting the students to move to a more advanced level of performance following Poehner and Lantolf (2004), and not just evaluating their current performance as proclaimed by these informants, is meant to move the students' ZPD forward, and this is the main aim of the DA procedures.

Q11: How do you exactly assess your students' oral performance, and what is your main focus while assessing them?

The major aim of this question was to investigate the way the oral expression teachers assess students' improvement of oral communication, focusing mainly on the types of assessment they incorporate in their courses. It tried to sort out the factors that bring about the choice of any assessment method. It then stressed the criteria used to assess the students' oral performance.

Concerning the method of assessing the students' oral performance, the informants' accounts prompted only two main views reflecting the put forward aims for the evaluation process. To begin with, in consistence with the predominant used activities, presentations and free discussion, almost all the interviewees seven out of eight, stated that the evaluation of students' improvement takes two forms: considering their presentations as a part of the continuous assessment and giving them an exam at the end of each term. They further specified that for administrative constrains, students have to be given two different scores: one for the test and another for the exam. In this concern however, these teachers did not provide a detailed description of how they exactly used to assess the performants of their students during tests and exams. This view can be demonstrated in the words of interviewee five: "...Due to time constrain and large number per groups, I consider their presentations as tests. then they have their final term exams to give them two different scores one for continuous assessment and one for the exam. As you know, we have to manage things. My main focus, you mean in the exam? Well, I mainly focus on the student's fluency".

As to the main focus in assessing the students' performance, most of the interviewees insisted on the importance of applying a set of criteria for evaluation in order to properly assess the students' progress . They believe that any method of assessment is effective if depended on different valid criteria. It is worth mentioning that these informants basically rely on accuracy, fluency, and self-confidence to evaluate students' oral communication in presentations and classroom discussion. To illustrate, interviewee four said: "It depends on the task, for presentations for example, I listen to the way they speak and watch their body language, and then decide if the student has a good pronunciation, good vocabulary, self-confidence, a clear voice, I also try to see if the presentation is well organised and the ideas serve the topic and that's mainly how I decide on giving good or average marks. You mean one main focus? I would say fluency". It seems obvious from such account that the rudimentary criterion for assessment is set to be fluency, on which the scores are based.

The only one left interviewee, who seems too often have a different opinion for being interested in applied linguistic research, took a step forward stating that it seems rather challenging to accurately assess students in different skills at once using only one single task. This teacher further argued that the assessment criteria should be carefully designed reflecting the aspects that have been tackled during the course. The evaluation procedures following such account should be based on a grid in which different communicative aspects are targeted each time. As an illustration from the interviewees' own words: "I personally think that assessment should be scheduled over a considerably long period of time, and each time learners should be presented with a given activity corresponding to one skill at a time because it is almost impossible to achieve an accurate assessment of that many skills in one session and through one single activity". We can understand from this account that such type of assessment procedures seems to be hard to achieved in such crowded groups and with the provided time for the oral expression module.

On the whole, it can be concluded that the two opposed opinions regarding the adopted method for assessment in the oral expression module seem to be rooted in different backgrounds: the first one, held by the great majority of the teachers, is grounded in their own experience of assessing the students' oral communication, and the second one, held by only one informant, depends mostly on theoretical considerations. It should be noted that apart from stating the criteria set for evaluation, which in fact appears to be limited to accuracy, fluency, and self-confidence, these teachers did not provide the techniques and procedures followed during the assessment process. Correspondingly interesting, these teachers tend to mainly depend on students presentations to assess their improvement at the expanse of many other activities. Similar to the instructional method of the oral expression module, from their accounts, they do not seem to follow a certain prearranged plan for the assessment of the oral communication skills. They also lean towards detaching assessment from teaching at the exception of the classroom presentations, run on a continuum basis to document students' scores for the test, neglecting the main aim of

assessment, which is to assist learners along the teaching process, and this is once more at the heart of the DA approach (Van Compernelle, 2014; Poehner, 2008).

Q12: According to you, which language area necessitates more frequent training in the context of the oral expression module and why?

Speaking about the assessment criteria, this question tried to identify the language area on which teachers of the oral expression module rely the most in their training and assessment. It was meant to expose the oral expression teachers' perspectives about the position of pragmatic competence among all the other language competences that EFL students need to improve in their oral courses to reach the ultimate goal of learning a foreign language which is communicative competence.

Regarding the language area that compels more frequent training in the oral expression module, the interview course generated several opinions from the teachers' parts indicating in effect the missing points in the students' oral communication. First and foremost, the great majority of teachers agreed that two main language areas require more focused training: the first, and the most recurrent is fluency as a lot of third year students cannot speak fluently, while the second is set to be self-confidence, which seems to be triggered by a rather serious problem, that of speaking anxiety. They also believe that these two major issues on which more work is needed seem to be interrelated requiring altogether amalgamated effort. Aside from the issues attributed to such aspects of language, these teachers tend to consider them as the key points of learning the target language and thus appropriate them as the main criteria of assessment as thoroughly discussed in the previous question.

Interviewee three, in this concern, said "...Yes, I got your point. Let's say they have to learn some techniques and strategies to be able to speak more fluently and more confidently as you know; students suffer a lot from anxiety. They often get blocked in classroom presentations because of public fear and lack of vocabulary". In similar vein, but with a sense of offering solutions, and stating reasons, interviewee seven said: "in this module, I would say that students need more

training in different skills as their level of speaking is far from being perfect. Well, they have to focus more on fluency by reading as much as possible; they also have to practice listening and speaking to improve self-confidence”. It should be noted that along with fluency and self-confidence, the most important areas compelling more serious training, some of these teachers tackled the issue of motivation in learning to be discussed in the next lines.

Some teachers insisted that the problem in any language area is related to the students’ motivation to learn. They further insisted that any area of language can be properly improved if the student is willing to learn. According to them, it is quite easy for a motivated learner to be an accurate, fluent, and self-confident speaker of the target language. This is in convergence with Williams and Burden’s (1997) belief stating that motivation is the driving force of any successful learning activity. However, these teachers did not provide a detailed explanation of what triggers the learners’ motivation. As an illustration, interviewee three added: “Yet, honestly speaking, they have to rely on themselves to improve their oral communication skills for two main reasons; first, because the time provided for the module is never enough, second, they have to be self-motivated to be able to learn”.

Another left interviewee had a rather different view about the language area which necessitates more frequent training, referring to the pragmatic aspects of the target language. Following such account, at the expense of pragmatics, every other area of language (grammatical, syntactic, phonetic...etc) is already addressed by many other modules, and students get a fairly satisfactory training in these areas. This teacher therefore insisted on the importance of integrating pragmatics in the oral expression module instruction, which is in fact the main objective of the current investigation. To illustrate from the informants’ own account: “well, to be honest, I would say the pragmatic aspects of language still remain uncovered, and students do not get the chance in the classroom to practice or work on these aspects with no proper training. I believe all the other aspects of language are covered with a particular module, including grammar and vocabulary except for pragmatics”. Yet, it can be understood that the integration of the pragmatic aspects of the target

language in the oral expression module is still a very far objective to which little to no attempt has been made.

All in all, it seems clear that the most salient opinion regarding the language area requiring more focused training refers to fluency and self-confidence. According to the teachers who believe in the importance of such aspects of language use, fluency and self-confidence are set to be the main criteria for assessment, on which more work is needed as third year students have a serious deficiency in this regard. These teachers also thought that students' failure in any language area might be the result of their lack of motivation. Whereas, another interviewee pointed out to the importance of focussing on the pragmatic aspects of the language, stating that such aspects are rather neglected in all the modules not even the oral expression one. Such assumption is in consistence with the findings generated from the students' answers to the open-ended questionnaire stressing fluency and self-confidence as the major areas that necessitate more hard work.

Q13: Think of your high achiever students performing oral tasks effectively. What can they do better as compared to low achievers?

This question tried to figure out all the criteria that the oral expression teachers take into consideration in assessing students' oral performance. Such criteria can be best displayed from the difference between the highest and the lowest achievers in performing the oral communication tasks.

As to the criteria set by the informants for the assessment of students' oral performance, they are discussed in accordance with their recurrence in the interview course. To begin with, all the interviewees, with no exception, agreed on the criteria of fluency and accuracy with a slight focus on the former over the latter criterion. Such salient choice is believed to be rooted in their assumption about how an effective oral performance must be. They also believe that these two key criteria are set to distinguish between highest and lowest achievers in oral communication. Adding to that, these teachers have already proclaimed that these criteria, particularly fluency are the major aspects of language learning, on which a considerable effort is compelled from the students' part.

This view can be best illustrated with the words of interviewee four: “Well, I think high achiever students have more vocabulary, they can speak more fluently and mainly they rarely do a mistake in the pronunciation of words or the sentence structure. I think they also have a better self-confidence and body language when they present”. It seems clear from such account that different criteria are tackled along with fluency and accuracy, which is the case of several answers. All the other criteria are fully discussed in the following lines.

In consort with fluency and accuracy, many interviewees asserted that higher achievers in oral communication are more self-confident, more motivated, and more engaging with the audience, but the greatest importance from their accounts, is given to self-confidence. Seemingly interesting, following their assumption, self-confidence and motivation have a powerful impact on the smoothness of the speech and the speaker’s engagement with the audience. They further argued that regardless of students’ considerable knowledge of the target language, if he/she is not self-confident enough, his/ her oral presentation would be affected and rather qualified as less effective. A possible explanation to such view is that these teachers mainly depend on classroom presentations to assess students’ oral performance, which according to them, necessitates following such criteria. To put this view in the words of interviewee six: “Yes, that’s it, they are more confident, mmm more fluent and more accurate. What else, I think they are highly motivated and more engaging with the audience”.

Following the account of one interviewee in this regard, another important criterion should be taken into consideration to assess the students’ oral performance, that is the ability to properly use the target language. In convergence with this view, the assessment criteria should not be limited to the linguistic aspects of the language as the majority of informants stated, but instead, it has to focus on the pragmatic use of the target language. As an illustration from the interviewee’s own account: “Usually high achievers are not just accurate but also fluent, and they not just display a good command of the structural linguistic items, but they should also exhibit a wide knowledge of when and how and in what contexts those items are used”. In view of that, the ability to properly

use the language should be qualified as the main criteria, which differentiates between the higher and the lower achiever in performing an oral task. Such opinion can possibly be explained with reference to pragmatics then grammar assumption (Kasper & Rose, 2002), which gives a great importance to the instruction of the TL pragmatic aspects as apposed to the vast majority of the informants who seem to be focusing on the linguistic behaviours.

All things considered, the interview course revealed that the greatest importance in assessing the students' oral performance from the teachers' part is given to fluency and accuracy. In consistence with teachers' accounts in the previous question, these two main aspects of language use along with self-confidence and motivation represent the fundamental criteria for assessment. These teachers further asserted that a high achiever in oral communication has to be self-confident and engaging with the audience in order to speak accurately and fluently. Seemingly interesting, another important criterion, according to only one interviewee, must be taken into account in the evaluation of the students' oral communication development, that is pragmatic competence.

4.1.2.4 Teachers' Insights about the Students' Level of Pragmatic Competence and the Difficulties Faced in Oral Communication Development

The third section of the semi-structured interview aimed at analysing teachers' perceptions of the difficulties faced by third year EFL students in their oral communication. Moreover, it sought to document their perspectives about the good speakers of English among their students highlighting mainly the importance they tend to give to interlanguage pragmatic competence. The interview informants were given some questions (from 14 to 17) in order to unveil their perceptions in this concern. The analysis of teachers' answers revealed various sub-categories that help in identifying the nature of the difficulties third year EFL students face in oral communication and their perspectives of the position of pragmatic competence in students' performance as well. The researcher provided illustrations for each category to prove the similarities and differences among teachers' accounts.

Q14: How would you define good speakers of English, and what is their estimated number in each of your groups?

This question sought to reveal the oral expression teachers' perceptions about the qualities of the good speakers of English. It also tried to know about the display of such good speakers among the groups according to the teachers' opinions.

A general overview of the teachers' answers to this question revealed quite similar accounts from their part, reflecting their previously mentioned assessment criteria of students' oral performance. That is, the oral expression teachers' perceptions about the potentials of the good speakers of English seem to replicate their views about the important missing points in the students' oral performance as well as the assessment prerequisites. At first, as shared by all informants, accuracy and fluency are believed to be the most significant qualities that define the good speaker of English, and this can be justified with their inclination towards the grammar then pragmatics assumption (Kasper & Rose, 2002), which focuses mainly on the acquisition of the TL linguistic competences. In line with their views about language learning and assessment, these two qualities represent the main values signifying to what extent a speaker of English is good. It should be noted, however, that in consort with these assets, some teachers pointed out to the importance of others, claiming that speaking the target language requires a lot of qualities. Such orientation is best illustrated in the words of informant four: "Alright, a good speaker of English is someone who is certainly fluent, has enough vocabulary, pronounces the words correctly, almost never does mistakes in the structure of the sentence, what else, say, self-confident, and able to discuss a wide range of topics. That's it, this is briefly how a good speaker of English should be".

Similar to the previous question, some teachers believe that for a student to be a good speaker of English, he/she has to get read of speaking anxiety to be self-confident and more engaged with the audience. Ostensibly important, these teachers assume that speaking anxiety prevents the students from developing their oral communication notwithstanding their good commend of the target language, and this is due to the impact of the affective filter, which according to Krashen

(1981) Hinders the learning process. It seems clear from informants' opinion that a good oral communication is measured depending on the following parameters: accuracy, fluency, self-confidence, motivation, and engagement with the audience. Interviewee eight, in this concern, said: "A good speaker? Well, a good speaker of English is the one who is accurate, fluent, and self-confident. I would also say that he has good presentation skills like organisation and mainly eye contact. The percentage, let's say no more than ten percent in each group". The choice of these qualities to define the good speaker of the target language can be once more explained by their dependence on classroom presentation in teaching and assessing the students' oral communication development.

Another important quality of the good speaker of English, held by one interviewee, is referred to the student's ability to deal with the target language as a means and not as an end itself. That is to say, a good speaker of English does not pay attention to the choice of wording bringing about long pauses, thinking about words and correcting ones' mistakes, but rather focuses on communicating the idea itself. Following such account, a good FL speaker is the one who communicates his/her idea appropriately and not correctly. I.e. appropriateness evokes a paramount component of the good oral communication as said by the follower of this opinion: "Very hard to define, but a personal definition of a good speaker I have always had is that it is a person who has reached the level of considering the language as a tool and not as an aim itself..... I explain: there are those learners who communicate an idea but the idea dissolves in amount of attention paid to the performance of the language (long pauses, thinking about words and correcting ones' mistakes...) On the other hand, we have those FL learners who are so comfortable using the language that they stop thinking about it and focus more on what they are saying. These latter are good speakers because they know what to say, when to say it, with whom to say it,...As to the number, I would say that it does not go beyond 5 %".

In light of the previous discussion, it seems obvious that the good speaker of English according to all the interview participants, with no exception, must at first be accurate and fluent,

and this is in line with the grammar then pragmatic assumption. Moreover, self-confidence, motivation, and engaging with the audience represent another main set of qualities for a good oral communication. As further claimed, these components seem to be interrelated, prompting all together a good oral communication. Appropriateness, as held by one interviewee, represents another quality of the good speaker of the foreign language, referring to a rather different orientation of language use, that of the pragmatic competence. Concerning the percentage of the good speakers of English within the third year EFL students, they do not represent more than the quarter in all the groups according to the great majority of their teachers.

Q15: Do you think that students' performance in the oral expression module reflects their advanced level as third year students? Why or why not?

Based on the put forward assessment criteria, this question was meant to inspect the oral expression module teachers' insights about the degree to which their students' oral performance mirrors their estimated proficiency level.

Analysing the interviewees' accounts in this question revealed that most participants agreed on the fact that students' oral performance in class does not reflect their third year level for several reasons. On the one hand, as third year students, they still did not reach the required level of fluency and accuracy, which are deemed as the key components of the good oral performance of the target language. as said by interviewee four: "Not really, of course if they work harder they would do much better. I'm not talking about the exceptions because there are those who speak fluently but the majority are not really that good, let's say average, I mean they still do many mistakes of grammar and pronunciation and so on and so forth". This could be justified by their deficiency in vocabulary, which keep them confined in communicating any topic as interviewee one stated: "Well, I think that their speaking performance is still far from their third year level; I particularly mean the academic level because most of them don't have enough vocabulary to talk about various topics. They still do plenty of mistakes which affect their way of performance".

On the other hand, anxiety has always been a serious problem within FL students, affecting their self-confidence and thus deterring them from having a good performance. In this respect, interviewee three said: “I don’t think so because most of students’ oral performance is less than advanced. They often feel anxious and lack self-confidence when presenting since they do not have the minimum level of fluency nor accuracy to express themselves”. Put it differently, interviewee seven stated: “I personally think it doesn’t since the majority of students keep looking for words when performing a speaking task, especially if they are not prepared for it. They still think in Arabic and try to translate to English. They do long poses to think about what to say next and they hesitate a lot”. It seems clear from such account that students’ main concern is to speak accurately, and thus they do not feel comfortable during classroom presentation attempting to translate from Arabic to English and constantly stopping to correct every mistake is made.

Only two interviewees, however, seemed to be satisfied with students’ level of oral communication claiming that it is rather acceptable. They also added that they can improve further if they work harder and do more practise. To put it in the words of interviewee two: “ Yes, it is quite acceptable. Though they make a lot of mistakes related to grammar and pronunciation, the majority of them speak confidently, especially when they are prepared for the presentation”. On the whole, it can be understood from the teachers accounts that students’ oral communication does not truly mirror their third year level. According to them, the majority of students exhibit many problems at different level of language use including accuracy, fluency, and self-confidence that seriously affect their oral performance. The more important matter in this regard is understanding the real reasons that restricted their oral communication development, which will be thoroughly discussed in the following lines:

Q16: EFL students often face difficulties in their oral performance, what are these difficulties, and what are the reasons of these difficulties?

This question aimed at revealing the oral expression teachers' views about the difficulties faced by third year EFL students in their oral performance as well as the main reasons which lie behind such difficulties.

Teachers' insights in this regard came to confirm the same difficulties generated by the previous question which were mainly related to accuracy, fluency, and self-confidence. What is worth noting from their accounts is that some teachers agreed that the source of these difficulties is speaking anxiety regardless of the positive feedback they give to their students. Following their view, anxiety evokes the most serious problem that affects their level of speaking performance though they have an acceptable command of the target language. In convergence with the account of interviewee six: "I would say that students' oral performance is often characterised by anxiety and fear of facing the audience which affects the way they present". This implies that students' main problem is speaking anxiety as they feel uncomfortable when presenting to the audience.

Other interviewees, however, believe that students' main difficulties are linked to the command of the target language itself, which in effect, triggers them to be anxious in classroom presentation. As they do not have enough vocabulary, and they cannot manage the language structure properly, they feel frightened and anxious in oral expression. Differently stated, interviewee one said: "as I explained earlier, students feel nervous and less confident because they find themselves helpless searching for words and expressions to communicate their ideas". Students' difficulties in oral communication in this concern could be explained by their deficits in vocabulary and structure, which narrows the way they discuss any topic, and thus causes their anxiety and fear of the audience. Generally speaking, it can be concluded that students' main difficulties in oral communication are interdependent either related to their personality including anxiety and lack of self-confidence or to the command of the language including accuracy and fluency. What should be noted from their insights is that no attempt was made to point out to students' difficulties in pragmatics, which might justify their lack of interest in such field because it was not either deemed as a factor of the good oral performance.

Q17: In light of our discussions so far, can you tell me the secret of a successful oral class, I mean, what would you suggest for teachers to help EFL students improve their oral communication? This question was meant to discuss the oral expression module teachers' perceptions about the criteria of a successful oral class and the suggestions these teachers might provide to help EFL students enhance their oral communication. Note that their suggestions will be taken into account in the recommendation section.

Analysing the participants' answers to this question unveiled different insights about what makes a successful oral expression class, suggesting effective solutions that might help students improve their oral performance in the target language. First of all, teachers with the blended learning orientation believe that incorporating the ICT tools into the instruction of the oral expression module is the key to any fruitful technique, strategy, or activity. More importantly, these teachers suggested that students must be given the opportunity to discuss topics of interest that trigger their motivation, and thus get them involved in the learning activity. This view is better illustrated in the following account: "I think that it might really help if teachers of the oral expression module understand the importance and the usefulness of integrating ICTs in their classes to improve their students speaking. I also think that teachers should encourage their students the most to make learning as easy as possible. Students should not worry about the marks, teachers should manage on getting their whole focus on improving their speaking skills". Adding to that, this interviewee further explained that "the secret of a successful oral class, to me, it's when I see them all speaking comfortably, they like the class, I mean there's this positive energy inside the class. What else, it's all about motivation, if your students are motivated to speak, your oral class is successful". Following such account, the most compelling standards of a successful oral class in recent educational practises are the integration of ICT tools and the adoption of motivational strategies to assist the learner in understanding and communicating new ideas in the target language.

Similarly interesting, other teachers had different insights about the successful oral expression class, highlighting the importance of **Preparedness and Motivation**, first of the teacher

and then of the learner. They insisted on the requirements of such interactive module including the integration of authentic materials and the adoption of motivating activities following a well organised plan. Such view was expressed in the words of interviewee six: “As far as the oral expression course is concerned, preparedness is very important because of the “liquid” nature of the course, and the inability of the teacher to predict every single contribution on the part of the learner. It is also challenging on the ground that the aspects of the language are usually “alien” to the teacher (who is not a native speaker him/herself), and so he/she has to be well prepared and enrich his repertoire of the language he is teaching. And this is where motivation is needed ! these two ingredients are contagious, and though teachers are recently viewed as “passive participants” in the teaching -learning process, you can’t imagine how motivating a motivated teacher can be”.

Adding to that, two interviewees believe that learners can develop their oral communication only when they are engaged in more practice of the target language. For that, learners must be given the opportunity to practise listening and speaking inside the classroom to be able to easily use the language outside. In line with such view, practicing the language should be properly supervised and backed up with authentic materials. To put it in the words of interviewee one: “They say that practice makes perfect. I would suggest more practice and more opportunities for students to speak up. and I think that it is also necessary to provide the needed materials that help us present and analyse the language used by natives”.

All in all, the interviewees’ accounts in this regard involved a set of recommendations that might enhance the instruction of the oral expression module, focusing mainly on the importance of implementing authentic materials. According to these teachers, a successful oral class should incorporate the following key elements : the intensive practice of the target language, the ICT tools integration in any instructional methodology, and the adoption of motivational strategies.

Similar to the analysis of the questionnaires, teachers’ interviews were scrutinised on the basis of content analysis following a bottom up process, which involved the transcription of the interviews course, in-depth analysis of teachers accounts, synthesis of the frequent items, and

organisation of the generated categories, backed up with illustrations from their accounts. Such exhaustive analysis has also revealed several assumptions about the adopted methods of teaching and assessment in the oral expression module, and the students' level of interlanguage pragmatic competence as well as the encountered Difficulties in Oral Communication. What should be retained from the questionnaire and the interview analysis is that they reported consistent results about the status of interlanguage pragmatic competence in the EFL setting, and this will be presented in the following section that provides a summary for the case study findings.

4.1.3. Summary of the Case Study Findings

In the first phase, data obtained from students' questionnaires and teachers' interviews were subject to content analysis following the grounded theory, whereby concepts emerged from the systematic interpretation of informants' accounts.

4.1.3.1. *The Questionnaire Findings*

Students' insights about their level of interlanguage pragmatic competence have culminated in the following: first, as opposed to fluency, accuracy, and self-confidence, little to no importance is given to the cultural components of the target language in oral courses; second, the great majority of the study sample are not fully aware of the importance of the interlanguage pragmatic aspects in developing their oral communication.

Students' Insights about the Status of Interlanguage Pragmatic Competence in Oral Courses: the instructional methods followed for the development and evaluation of oral communication clearly demonstrated that little to no importance is granted to the instruction of pragmatic competence since the oral communication course is firmly based on free discussion and classroom presentations, while assessment is typically exam-oriented.

Students' Main Difficulties and Adopted Strategies in Oral Communication to Develop Pragmatic Competence are mainly related to anxiety and memorising issues, giving a great importance to the psychological issues over the linguistic and cultural challenges as students tend

to hold debilitating difficulties responsible for their own lacunas including accuracy, fluency, and self-confidence since they are deemed as prevailing evidence for the good speaker of English.

4.1.3.2. *The Interview Findings*

Teachers Insights about The Instructional Methods Used in the Oral Expression Module revealed that the oral communication is considered to be a course for fun and interaction with learners, which does not require a great deal of preparedness, but rather depends on free discussion and presentations, relying on the interactive trait of language learning in the CLT method and the integration of the ICT tools. Regardless of the obstacles encountered in teaching such course, including the crowded groups and the insufficient timing for such course almost all teachers seemed to be unwilling to change their adopted instructional methods, sticking to their routinised way of teaching.

The Teachers' insights about the Methods of Assessment Used to Evaluate Students' Oral Communication Development: Similar to the instructional method of the oral expression module, they do not seem to follow a particular prearranged plan for the assessment of the oral communication skills. They also lean towards detaching assessment from teaching at the exception of the classroom presentations, run on a continuum basis to document students' scores for the test, focusing mainly on fluency, accuracy, and self-confidence, which are set to be the main criteria for assessment.

Teachers' Insights about the Students' Level of Pragmatic Competence and the Difficulties Faced in Oral Communication Development: The good speaker of English according to the interview participants must at first be accurate and fluent, and this does not reflect the level of the majority of third year students as they face many difficulties related to their psychological state and the commend of the language, anxiety and accuracy.

After having a clear depiction of the status of interlanguage pragmatic competence along with its methodological instructions within the EFL setting [Batna-2 University] from both the students' and the teachers' accounts, which seem to be consistent to a great extent, we paved the

way for the experimental study to take place aiming at realising a triangulated procedure for the whole investigation.

4.2. Presentation and Analysis of the Experimental Study Results

Following Vygotsky's (1978) SCT paradigm, this experiment is an attempt to mediate the students' ability to appropriately do things with words using the possible authentic sociocultural means in the EFL setting. These SCT means evoking naturally occurring speech with a culturally accepted use of the available pragmalinguistic and sociopragmatic language forms help students reach their full potentials (Van Compernelle, 2014). In view of that, the experimental study attempts to rigorously answer the following set of research questions:

- Restatement of The Questions Addressed by the Experimental Enquiry
- Does the integration of the dynamic assessment procedures enhance third year EFL students' pragmatic competence?
- 1- How do dynamic assessment procedures affect their use of requests and apologies in oral expression courses?
- 2- What is the type of mediational strategies that best promotes the development of third year EFL students' realisation of the speech acts of request and apology in oral communication?
- 3- Which speech act is best improved through the use of dynamic assessment procedures?
- The Context of the Experiment

As already seen, two groups took part in the enrichment program of interlanguage pragmatic competence within the SCT framework; a control group with no DA intervention, and an experimental group with the DA intervention. Students' realisation of the pragmatic use of the language focusing mainly on requests and apologies, is measured through various WDCTs along all the stages of the experiment. As such, this experiment was carried out in the oral expression module along ten weeks period of time. The treatment phase, sandwiched in a pre-post-tests scheme was organised into three stages reflecting three main units separated by two different progress tests.

To insure the research internal validity, the researcher upheld teaching both groups, which were randomly allocated as control and experimental.

Assuming that the third year EFL students exhibit the highest proficiency level as compared to their counterparts in the first and second year, they have been opted for to take part in the current investigation. This choice is supported by the most approved view in pragmatics, which is based on the premise that the more proficient the FL learner is the more sensitive he/she is to the pragmalinguistic and sociopragmatic forms of the target language (Kasper & Rose, 2002). Working on the third year students is also driven by the fact that the WDCT completion might be a rather challenging task and thus requiring participants with higher proficiency level. In this sense, the chosen participants were not just expected to provide accurate answers but rather relevant to the given situations. It should be noted that what was initially agreed upon as sixty-six subjects split into thirty-three pairs based on the matching-pair technique, was later condensed to thirty-one students per group due to the frequent absence of two members along the period of the intervention.

As far as the choice of the experimental study instruments is of a great concern, four different WDCTs were adapted to measure students' improvement along the treatment. Two were used for the pre-post tests and two were used for the progress tests, each of which was devoted to the elicitation of both requests and apologies. Although discourse completion tasks according to Kasper (2001: in Kasper & Rose, 2002) have received a great deal of criticism for being highly cognitively demanding as they compel participants to be involved in an imaginary scenario, such pragmatic tasks positively articulate with the SCT perspectives for pragmatic development.

4.2.1 Presentation and analysis of the Pre-test Results

After the submission of the pre-test to both the control and the experimental groups, participants answers were meticulously examined depending on the four parameters of the used rating scale, and thus coded and scored implementing the adapted coding scheme of requests and apologies. For a better understanding of the analysis process, data were organised and recorded in the following tables: Each of which presents five different situations either of requests or apologies.

4.2.1.1 Reading and Description of Requests Realisation in the Pre-test

			With work manager	With the new trainee	With a colleague	With a bus passenger	With a friend
Alerter	Address Term		7	6	4	6	11
	Attention Getter		7	4	6	4	5
	Both		5	5	4	9	5
	No Alerter		12	16	17	12	10
Head Act	Direct Strategies	Mood Derivable	2	0	1	0	1
		Explicit Performatives	0	0	0	0	0
		Hedged Performatives	4	0	2	2	0
		Obligation Statement	0	0	0	0	0
		Want Statement	2	3	4	5	8
	Conventionally Indirect Strategies	Suggestory Formulae	0	0	0	0	1
		Query Preparatory	16	24	19	20	22
	Non- Conventionally Indirect Strategies	Strong Hints	2	0	0	0	0
		Mild Hints	0	0	0	0	0
Supporting Moves		Checking Availability	0	0	0	0	0
		Getting Precommitment	0	0	1	4	2
		Grounder	12	16	17	17	23
		Sweetner	0	0	0	0	0
		Disarmer	0	0	3	0	0
		Cost Minimiser	0	0	0	0	0

Table 15 : Pre-test Results of the Control Group Requests

			With work manager	With the new trainee	With a colleague	With a bus passenger	With a friend
Alerter used	Address Term		8	3	3	2	10
	Attention Getter		5	6	4	8	8
	Both		6	10	7	11	4
	No alerter		12	12	17	10	9
head act	Direct strategies	Mood derivable	0	0	1	0	4
		Explicit performatives	0	0	0	0	0
		hedged performatives	5	2	2	1	0
		obligation statement	0	0	0	0	0
		Want statement	2	3	2	6	5
	Conventionally indirect strategies	Suggestory formulae	0	0	0	0	3
		Query preparatory	17	21	20	22	19
	Non- Conventionally indirect strategies	Strong hints	1	0	1	0	0
		Mild hints	1	0	0	0	0
Supporting moves		Checking Availability	0	0	0	0	0
		Getting precommitment ^a	0	1	1	2	0
		Grounder	14	14	18	16	21
		Sweetner	0	0	0	0	0
		Disarmer	0	1	1	0	0
		Cost Minimiser	0	0	0	0	0

Table 16 : Pre-test Results of the Experimental Group Requests

The First situation (with the manager), which scripts a favour asking request: “Suppose your car has just broken down and you need to pick up your father from the airport urgently. There is no other means of getting there but by car. You go to your manager’s office at work, with whom you get on well, and ask him/her to borrow his/her car. What would you say to him/her?” was articulated for some participants in both groups with the use of either the address term (7/8) or the attention getter (7/5) as an alerter, and with no use of either for more than the third of them (12/12). Yet, only few of them (5/6) combined the attention getter and the address term to alert their addressees, e.g. “Excuse me boss, could you please give me your car to drive my father urgently from the airport”.

As to the head act, the most used strategy among all the existing ones was the conventionally indirect query preparatory (16/17), e.g. “Can you give me your car for few hours?” Whereas, a very slight use of the other strategies (Direct and Non-Conventionally Indirect) was noticed, e.g. “Sir, I want to borrow your car to drive my father from the airport: Want Statement (2/2); Please boss, I would like to borrow your car, I need it to drive my father from the airport: Hedged Performatives (4/5). Concerning the supporting moves, all of them were grounders (12/14), e.g. “...because I don’t have a car”.

It seems obvious from students’ accounts that the great majority of them did not take into consideration the politeness strategies in performing the request, and this can be elucidated with reference to students’ inability to evaluate the three social variables including: the distance, the relative power, and the degree of imposition (Brown & Levinson, 1987). They did not try to deliver their requests in an indirect way in order to sound polite and protect their faces. Though the situation was with the manager who is of a higher position than the requester, they stereotypically resorted to the use of the conventionally strategies and the grounders, which implies that they display a rather low level in terms of pragmalinguistic and particularly sociopragmatic.

To the second request situation (with a new trainee at work), which read: “Suppose you have been working for a company for sometime now. One of the new trainees has brought his/her brand-new laptop to work. You ask him/her to use it for a while. What would you say to him/her?” some participants, whether in the control group (5) or in the experimental group (10), combined both the attention getter and the address term to alert the hearer for their requests, e.g. “Please bro, excuse me mate” Adding to that, some other participants (4/6) opted for the use of only attention getters (excuse me, hey, hello), while few others (6/3) preferred to address their requestee with only their names. It is noticeable from the above tables that nearly the half of students (16/12) didn’t use any alerter in their requests.

Similar to the previous situation, the conventionally indirect strategy (the query preparatory) was predominantly used in the Head Act (24/21) as: “Can I please use your laptop for few minutes”.

“Could you give me your laptop for minutes?” Few participants (3/3), however, preferred to use the want statement request as: “Please bro, I need to use your laptop to type an urgent letter”. another few of them (0/2) delivered their requests depending on the hedged performative strategy as: “I would like to use your laptop ...”. More importantly, only half of the few participants in both groups (16/14) deployed supporting moves depending mainly on the grounders such as: “Excuse mate, can I use your laptop, I need to type some letters, its urgent”.

As a permission asking request from a higher power requester in a rather informal and frequent scenery, it was generally articulated with the least politeness markers to soften the degree of imposition on the new trainee where a similar pattern of the Query preparatory strategy and the Grounder for performing the request was recorded in both groups. Such typical manner of communicating their intentions can possibly be explained with reference to Brown & Levinson’ (1987) belief, tudents could not make the balance between what they want to say, and what they have to say as compared to the social variables. On the steps of Kasper and Rose (2002) as well, they depended on a limited repertoire of the pragmalinguistic means of request, expressly the query preparatory strategy and the grounder, and applied it to a rather different sociopragmatic situation.

In the third request situation (at work with a colleague): “Suppose you have been put in charge of a very important project at work. Your colleague has already booked a ticket to go on holiday. You realise you will need all members of staff to finish the project on time so that you ask him/her to stay. What would you say to him/her?” the majority of students in both groups (17/17) did not use any alerter; they rather directly delivered their request, e.g. “I need everyone to stay to work on the new project”. For some others, it was expressed in both groups with either the attention getter (6/4), e.g. “Listen, you should stay ...”, or the address term (4/3), e.g. “Jack, ...” to alert the hearer. Yet, a little attempt was made to use the alerter which comprises both (4/7), e.g. “Sorry Sami...”

Concerning the core head act, the conventionally indirect strategy (the query preparatory) was largely used for both groups (19/20) such as:” I know that u already booked a ticket to go on a

holiday but I need all members to finish the project, would you please stay”. The direct strategies were scarcely used, particularly the want statement (2/4), e.g. “I want you to stay, we need everyone...”, the hedged performatives (2/2), e.g. “I would like to ask you ...”, and the mood derivable, e.g. “Guess what, you should cancel your ticket ...” As to the choice of the supporting moves, it was marked with the extensive use of the grounders (17/18), e.g. “...because we have to work on the new project”, and a very little use of getting a precommitment (1/1), e.g. “Is it possible that you cancel your ticket, I need all members to work with me”, and disarmer (3/1) e.g. “I know that u already booked a ticket to go on a holiday but I need all members to finish the project”.

On the whole, the negotiation request, which occurred between two colleagues of an equal power in a business setting was expected to be performed in a rather formal way as it is considered as a less frequent demand with a high imposition. The majority of participants in both groups, however, followed a steady pattern in the delivery of such request, the query preparatory and the grounder, which reflects their limited conception of this speech act realisation. A very trivial effort was documented from the respondents’ part either to use mitigating strategies to minimise the degree of imposition and to preserve their faces (Brown & Levinson, 1987), or to negotiate the meaning on the basis of the sociocultural setting (Van Compernelle, 2014).

The Fourth Situation (on the bus with a passenger), which articulates a favour asking request: “Suppose you are on a bus with your little sister. Although there are plenty of seats on the bus, but there is not any two-seater seats that are available. You ask a passenger who is sitting on his/her own on a two-seater to change seats with you so that you can sit next to her. What do you say to him/her?” was mainly expressed with no use of the alerter for the third of the participants in both groups (12/10), and a combination of both the attention getter and the address term for nearly another third (9/11), e.g. (Excuse me sir, Sorry mam). Among the participants of the last third, some chose to use the address term (6/2), and others used the attention getter (4/8).

Like the previous situations, the most commonly used strategy in the head act was the conventionally indirect query preparatory one, (20/22), as: “...could you change your seat ...”,

“...can you please sit over there”. Both hedged performative and the want statement were rarely used with (2/1) for the former and (5/6) for the latter, e.g. “I would like you to exchange sits with me...”, “...I want you to exchange your seat with me...” As to the supporting moves, most of them were grounders (17/16), e.g. “Can we exchange sits please, I have to sit with my sister”, while a few others were set to be getting a precommitment (4/2), e.g. “I would appreciate if you let me sit with my sister please”.

This favour asking request was meant to be completed in a rather extravagantly polite manner as it occurred between two totally complete strangers. Most of students, however, kept using the same requesting strategy and supporting move in its accomplishment, which indicates their limited knowledge of the pragmalinguistic sources and restricted sensitivity to the sociopragmatic factors. A possible explanation to students' inclination to the more explicit way in performing such request, expressly the query preparatory and the grounder, is that they consider it as quite frequent, and thus it is unnecessary to include highly polite strategies (Blum-Kulka & Olshtain, 1984).

The fifth request situation (with a friend): “Suppose a friend of yours has a house in the countryside. You want to go on holiday somewhere to relax for a week. You know nobody is going to be in the house for at least two weeks. You meet your friend in a pub and seek permission from him/her to stay in his/her country house for a week relax. What would you say to him/her?” was articulated with the use of the address term for the third of the participants in both groups (11/10), e.g. (Jack, Dear, Bob) and no use of the address term for another third (10/9). Such choice could be referred to the type of the situation itself as it occurred in a friendly setting which requires the use of the endearment terms. Some participants (5/8) opted for the use of the attention getter, e.g. (Please, Hey) to address their friends, while few others succeeded in combining both the address term and the attention getter (5/4), e.g. “Please Jack...”

For the head act, the majority of the participants (22/19) depended on the query preparatory conventionally direct strategy in completing their request, e.g. “Joe, would you please give me the

keys of your countryside house,...”, while (8/5) students used the want statement direct strategy, e.g. “...I need you to give me the keys of your countryside house”. As to the mood derivable and the suggestory formulae direct strategies, a very slight use from the students part was noticed with (1/3) for the first, e.g. “Nick, give me the keys of the countryside house...”, and (1/4) for the second, e.g. “ Hi bro, what if you give me the keys of your countryside house, I need to relax a bit”. Concerning the supporting moves, almost all of them were meant to be grounders (23/21), e.g. “Hey, I feel tired, can I relax in your countryside house for few days”.

It was noticeable in performing such favour asking request, which happens between two friends of the same power and no social distance, that students slightly depended on other strategies rather than the quite standard pattern of the previous situations. Students’ choices in this concern might possibly refer to their perceptions of being polite is pointless with a close friend. In the course of communicating ones’ intention according to Brown and Levinson (1987) however, it is important to make a balance between two main factors: first, rationality which refers to the speaker’s ability to decide upon the end and to choose the most relevant available means; second, face that originally denotes Goffman’s (1967) conception of saving and losing ones’ face based on certain expressions (Brown & Levinson, 1987).

4.2.1.2 Reading and description of apologies realisation in the Pre-test

		With work manager	With the new trainee	With a colleague	With a bus passenger	With a friend
Selection of IFID	(be) sorry	21	17	17	22	17
	Apologise	1	2	1	2	0
	Regret	0	0	0	0	0
	Excuse	0	1	1	5	0
	Forgive	0	0	0	0	0
Potential Strategies	Cause	18	17	16	5	4
	Offer forbearance	0	0	0	0	0
	Taking responsibility	0	0	0	0	20
	offer of repair	5	6	0	0	7
Intensifiers	Within the IFID	4	5	4	11	1
	Externally to the IFID	0	0	1	1	0

Table 17 : Pre-test results of the control group apologies

		With work manager	With the new trainee	With a colleague	With a bus passenger	With a friend
Selection of IFID	(be) sorry	22	20	18	24	22
	Apologise	3	1	1	2	3
	Regret	0	0	0	0	0
	Excuse	0	1	1	3	0
	Forgive	0	0	0	0	1
Potential Strategies	Cause	14	14	15	3	3
	Offer forbearance	0	0	0	0	0
	Taking responsibility	0	0	0	0	11
	offer of repair	3	6	0	0	6
Intensifiers	Within the IFID	11	5	7	11	5
	Externally to the IFID	0	0	0	0	0

Table 18 : P re-test results of the experimental group apologies

The first apology situation (With work manager) : “Having picked up your father from the airport with your manager’s car, you meet with an accident on the way back to office which resulted in a broken headlight and a bent bumper. Once back at the office, you return the keys. What do you say to him/her?” was mainly performed with (to be sorry) as an IFID (21/22), e.g. “I’m sorry I did an accident and broke you’re a headlight”; “I’m so sorry, it wasn’t my fault besides It could happen to you”. On the other hand, a very scarce use of (I apologise) as another type of IFID was noticed (1/3), e.g. “I apologise I did an accident with the car and I will pay for the reparation”. For the use of the potential strategies in performing the apology, the majority of students (18/14) chose to mention the cause of the act, e.g. “...because of the heavy traffic...”, whereas very few of them (5/3) chose to offer a repair for the damage, e.g. “...and I will pay for the reparation”. It should be noted that all the intensifiers used by student to strengthen their apology were internal to the IFID (4/11), e.g. (I’m so sorry).

In this situation, occurring between an employee and his/her manager at work, which requires a rather strong apology for two main reasons: the severeness of the damage and the higher rank of the counterpart (Blum-Kulka & Olshtain (1984) , the great majority of students followed a

simple pattern of the target language to express their regret (to be sorry and the cause for the act). This indicates that the participants seem to be deficient in the use of the pragmalinguistic and particularly the sociopragmatic sources of the target language. Moreover, the majority of the respondents did not put much effort to bring the situation back and to protect the hearer's face (Brown & Levinson, 1987), they rather preferred to save their own faces by abstaining from making an apology, which once more points to their inability to negotiate the meaning in different sociocultural settings.

In the second apology situation (With a new trainee): "The new trainee has lent you his brand-new laptop to use for a while. Trying to answer the phone, you accidentally drop it on the floor and smash part of the screen. What would you say to him/her?", the majority of the participants (17/20) opted once more for (To be sorry) as an IFID, only two of them used (I apologise), and only one participant in each group used (Excuse me). Concerning the used potential strategies in the formulation of the apology, similar to the previous situation, they were mainly limited to the causes of the act (17/14), e.g., "Sorry, I accidentally dropped it when I answered the phone", yet some of them (6/6) were set to be offers of repair as: "I apologise mate, I didn't mean it but I will fix it". Seemingly important, only five students from each group chose to strengthen their apologies including an intensifier within the IFID, e.g. (I'm really sorry, I'm so sorry).

In performing this scenario of apology with a new trainee, it was noticeable that the dominant majority of the participants opted for a quite standard pattern of apology realisation nonetheless the occurred act necessitates a fairly deep apology as the addressee is a complete stranger, and this reflects their deficit in terms of the pragmatic aspects of the target language. Furthermore, they favoured protecting their own faces at the expense of saving the addressee's face and restoring the misbehaviour (Brown & Levinson, 1987) for they did not opt for the pragmalinguistic sources that fit with the sociopragmatic situation (Van Compernelle, 2014).

The third apology situation (With a colleague): "According to your request, your colleague accepts to cancel his/her ticket. He/she stays to help you with the important project at work.

Afterwards, the manager of the company asks you to stop a part of the project on which your colleague is working due to lack of fund. What would you tell your colleague?”, was similarly completed with the extensive use of (To be sorry) as an IFID (17/18), and a very slight to no use of the other types of the IFID with only one use of (I apologise) and another of (Excuse me). In this situation, a salient use of the cause as a potential strategy (16/15) was clearly noticed at the expense of any other possible strategy of regret, i.e. , in performing this apology scenario, no use of any of the available potential strategies was recorded. As an illustration for the participants’ use of such strategy: “I’m really sorry but the manager asked to stop your part of the project”, “The manager said everyone should stay, I know you cancelled but I’m sorry it wasn’t my fault”.

Regarding the inclusion of intensifiers in the formulation of the apology, four students from the control group and seven from the experimental one chose to depend on it to support their apologies internally to the IFID, yet only one participant in the control group opted for the use of an intensifier externally to the IFID, e.g., “Excuse me, I made you cancel your ticket for nothing”. This apology situation, occurring between two colleagues of the same power, seems to be of no exception to the students of both groups as it was marked with the use of (To be sorry plus the cause for the act) pattern. Students’ choice in this respect indicates that they did not take the addressee’s face into consideration because they did not make any effort to restore such serious loss. This situation nonetheless dictates the use of a powerful apology, involving several mitigating strategies as the seriousness of the act can easily be perceived from both addressees (Blum-Kulka & Olshtain, 1984).

In the fourth apology situation (With a bus passenger): “A passenger has agreed to change seats with you so that you are able to sit next to your sister on the bus. While changing seats you accidentally tread on the passenger’s toe. What would you say to him/her?”, a prevalent use of (To be sorry) as a standardised IFID was noticed in both groups (22/24). A moderate to a scarce use of “Excuse me”, (5/3) and “I apologise”, (2/2) respectively was also observed as compared to the previous situations, which means that students of both groups tried to slightly depend on other types

of the IFID in their apologies. As opposed to the previous situations which were marked with an extensive use of the cause, students in this situation almost abstained from using any potential strategy with the exception of five from the control group and three from the experimental group who opted to apologise with a cause, e.g. “I’m sorry, as you see the bus is overcrowded”. Different from the other situations, a slight increase in the use of the intensifiers within the IFID was observed in the formulation of this apology where almost a third (11/11) in each group delivered their apologies with intensifications, while another participant from the control group used an external intensification to the IFID, e.g. “I’m so sorry, wish it doesn’t hurt”.

In this apology situation which took place between two complete strangers, students from both groups appeared to have heavily depended on the (To be sorry) pattern in apologising as the dominant majority of them tend to have avoided the use of any potential strategy. A possible explanation to their choice is that the situation itself, which is of a more frequent occurrence and a less harm on the addressee does not necessitate a very strong apology. The apology however has to involve some politeness markers as the act happened on the bus and has been noticed by different people, and thus requires the protection of the face of both addressees (Blum-Kulka & Olshtain, 1984).

In the fifth apology situation (with a friend): “During your stay in your friend’s house in the countryside, you dropped black ink on a very expensive carpet and you could not get rid of it. At the end of the week, you go to his/her house to return the house keys. What would you say to him/her?”, most participants in both the control and the experimental group (17/22) depended another time on the (To be sorry) pattern as a typical IFID, while only three of them in the experimental group deployed (I apologise), and another one said (Forgive me). Regarding the DEPLOYED potential strategies in formulating the apology, taking responsibility seemed to be used for the first time by the students, representing a dominant choice from two thirds for the control group and one third from the experimental one, e.g. “Thank you so much, but I need to tell I accidentally dropped some ink on the carpet and I couldn’t get rid of it, I’m sorry for that”. The

other USED strategies varied between the causes of the act (4/3), e.g”. Thanks bro for the keys and I’m so sorry to tell you that I dropped some ink on the carpet while vacuuming it, and I will not buy you a new one”; and offers of repair (7/6), e.g”. Thank you bro I feel better but I’m sorry because I dropped some ink on your carpet. I will buy a new one for you”. Ostensibly interesting, few students from each group opted for the inclusion of an intensifier within the IFID (1/5) to reinforce their apologies.

This apology situation which happened between two close friends, was marked with a substantial attempt to get read of the overused standardised pattern of apology realisation as the caused incident appears to be a serious damage., most of the students tried to bring the situation back by offering repair AND taking responsibility to acknowledge the effect of the act on both counterparts. Some others however preferred to deny the act to protect one’s own face, saying e.g. “I pretend I did nothing”, and other did not bother to answer.

On the basis of the qualitative and quantitative analysis using both the interlanguage pragmatic competence rating scale and the coding scheme set for the speech acts of request and apology, it is quite apparent that the performance of students from both groups was consistently characterised by a steady pattern of requests and apologies realisation. On the steps of Brown and Levinson’s (1987) politeness strategies model, the contextual factors were not taken into consideration in communicating the interactional intention of requesting and apologising in the given discourse completion test because the majority of respondents did not put much effort either to minimise the degree of imposition on the requestee, or to express one’s responsibility for the violated act. That is, the majority of students could not manage making the balance between communicating their goals, requesting and apologising, and using the most appropriate tools and strategies expected from the addressee. Students’ performance aassuch is quantified and scored in the following section.

4.2.1.3 Description and Analysis of the Pre-test Scores

The pre-test scores of the 62 participants from both groups are displayed in the following table:

-	Pre-test Control Group	Pre-test Control Group Request	Pre-test Control Group Apology	Pre-test Experimental Group	Pre-test experimental Group Request	Pre-test experimental Group Apology
S 01	09.50	04.50	05.00	08.00	04.75	03.25
S 02	05.50	02.25	03.25	06.50	03.25	03.25
S 03	06.00	02.50	03.50	06.50	03.25	03.25
S 04	08.00	03.75	04.25	09.50	04.50	05.00
S 05	07.00	03.25	03.75	07.00	03.00	04.00
S 06	10.50	06.00	04.50	09.50	05.00	04.50
S 07	07.00	03.75	03.25	08.25	04.50	03.75
S 08	07.50	03.00	04.50	06.50	03.50	03.00
S 09	06.25	02.50	03.75	04.50	02.00	02.50
S 10	05.00	03.00	02.00	06.50	03.00	03.50
S 11	05.50	03.00	02.50	07.25	03.25	04.00
S 12	06.75	02.75	04.00	07.25	03.00	04.25
S 13	09.25	05.00	04.25	06.00	04.00	02.00
S 14	08.25	04.75	03.50	09.25	04.25	05.00
S 15	06.50	03.00	03.50	05.75	02.75	03.00
S 16	06.25	03.50	02.75	07.75	04.00	03.75
S 17	07.25	03.25	04.00	07.00	04.25	02.75
S 18	08.00	04.50	03.50	07.75	03.75	04.00
S 19	07.50	03.50	04.00	09.25	04.75	04.50
S 20	08.50	04.25	04.25	07.00	04.75	02.25
S 21	07.50	04.25	03.25	07.00	02.75	04.25
S 21	04.50	02.25	02.25	05.50	02.75	02.75
S 23	03.25	01.00	02.25	03.50	01.75	01.75
S 24	07.75	03.75	04.00	06.50	03.25	03.25
S 25	06.75	04.25	02.50	08.00	04.25	03.75
S 26	07.25	03.00	04.25	09.00	05.00	04.00
S 27	09.25	05.50	03.75	07.75	04.00	03.75
S 28	08.00	04.00	04.00	08.00	03.50	04.50
S 29	05.25	03.50	01.75	06.00	03.50	02.50
S 30	09.25	05.25	04.00	06.75	05.00	01.75
S 31	08.25	03.75	04.50	07.00	04.25	02.75
M	7.19	3.63	3.56	7.16	3.72	3.43

Table 19 : Comparison of the Pre-test final Scores between the Control and the Experimental Groups

As a general overview, the two groups display a fairly similar level of performance in both requests and apologies. That is to say, no significant difference can be noticed between the performance of both groups in completing the first discourse completion test. What is noticeable about their performance, however, is that both groups exhibit a major problem in realising both

speech acts at the pragmalinguistic and the sociopragmatic levels as they maintained using the same typical expressions across all the situations. Regarding politeness markers, a very scarce use was recorded, particularly in the speech act of request since many participants abstained from doing it, considering it as unnecessary in communicating their intentions. As far as meaning negotiation is concerned, a difficulty in understanding some situations was noticed as they were left uncompleted. It should be noted also that in the course of the analysis, we detected a great deficiency related to vocabulary and grammar which could possibly be the main obstacle that limited their use of the target language in completing the pragmatic task. This is in line with the students' and the teachers' own accounts which have reported that the students' main difficulty is at the level of accuracy and fluency. Consequently, third year EFL students' pragmatic competence level seems to be rather critical.

4.2.1.4 Statistical Analysis of the Pre-test Scores

Though it seems obvious that the pre-test scores of both the control and the experimental groups are too close, the Independent Sample T-Test was implemented to reveal any statistically significant difference between the participants' performance in each group. The table below displays the scores obtained by the subjects in the control group (**left**) and the subjects in the experimental group (**right**).

Students	Control Group	Experimental Group
Student 01	09.50	08.00
Student 02	05.50	06.50
Student 03	06.00	06.50
Student 04	08.00	09.50
Student 05	07.00	07.00
Student 06	10.50	09.50
Student 07	07.00	08.25
Student 08	07.50	06.50
Student 09	06.25	04.50
Student 10	05.00	06.50
Student 11	05.50	07.25
Student 12	06.75	07.25
Student 13	09.25	06.00
Student 14	08.25	09.25
Student 15	06.50	05.75
Student 16	06.25	07.75
Student 17	07.25	07.00
Student 18	08.00	07.75
Student 19	07.50	09.25
Student 20	08.50	07.00
Student 21	07.50	07.00
Student 21	04.50	05.50
Student 23	03.25	03.50
Student 24	07.75	06.50
Student 25	06.75	08.00
Student 26	07.25	09.00
Student 27	09.25	07.75
Student 28	08.00	08.00
Student 29	05.25	06.00
Student 30	09.25	06.75
Student 31	08.25	07.00
descriptive statistics		
	N_c = 31	N_e = 31
	df = 30	df = 30
	M_C=7.19	M_e=7.16
	S_c²=2.56	S_e²=1.93
	S_c =1.6	S_e =1.39

Table 20 : Comparison of the pre-test final scores between the control and the experimental group

In order to identify the appropriate statistical test to be used in the analysis, that is, parametrical or non-parametrical, we need to know if the data obtained in the pre-test is normally distributed or not. The statistical test we chose to check the normality of data for the course of analysis is the Shapiro-Wilk Test. The use of Shapiro-Wilk Test, in view of that, has shown that the data obtained in the pre-test is normally distributed: **W (60) = 0.98, p = 0.42.**

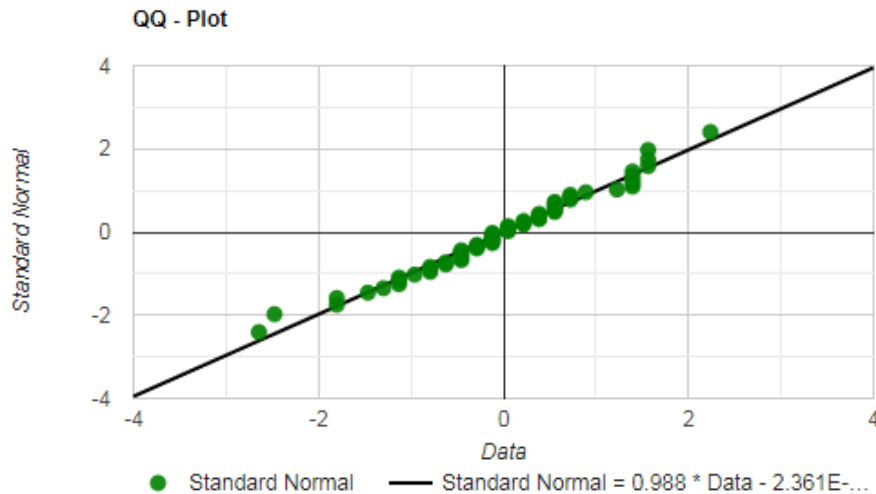


Figure 1: First Shqpiro test

Since the data is normally distributed, the appropriate statistical test to be used to identify whether the difference between the means of the control group and the experimental group is significant or not is *the T test for two independent means*. ($t = (M_1 - M_2) / \sqrt{(s^2_{M1} + s^2_{M2})}$).

The result obtained from the T test has shown that the difference that exists between the means of the pre-tests of the control group and the experimental group is not significant at $p = 0.05$: **T (60) = 0.0848, $p = 0.466$** . It can be statistically claimed that, prior to the treatment, both control and experimental groups displayed the same level of performance in pragmatic competence task. In view of that, any possible change in students' performance on the pragmatic tasks after intervention can be attributed to the integration of the DA approach in oral courses as an independent variable.

4.2.2 The Course of the Experiment

As thoroughly explained in the preceding chapter, both groups have been taught under approximately the same program, covering a wide range of pragmatic aspects, including requests and apologies realisation, politeness strategies, and the cultural differences between their native and the target language. Yet, the only difference lies in the way these elements were approached: an explicit way of pragmatic instruction under the DA-based intervention, and an implicit way of pragmatic instruction under a non-DA-based intervention. On the one hand, the experimental group

benefitted from the DA intervention as it intercedes with pragmatics in the sociocultural perspectives, depending mainly on the pragmalinguistic and the sociopragmatic sources of the target language presented in authentic materials. On the other hand, the control group received a somewhat similar explanation for these aspects in pragmatics with a placebo effect as these aspects were approached in an indirect way. As such, for the experimental group, the lessons were designed on the basis of the interventionist approach to dynamic assessment, encompassing both the graduated prompts and the test-teach-test paradigm, or sandwich and cake formats as labelled by Sternberg and Grigorenko (2002), and this seems to be the most appropriate to large groups among the various models to DA.

In this regard, Brown and Ferrera's (1985) graduated prompts, which are comprised of a list of predetermined hints, principally aiming at assisting the students understanding of the pragmatic tasks, was implemented for the courses where students were introduced to new concepts in pragmatics. As to Budoff (1987) test-teach-test paradigm, which implies sandwiching the intervention between two different tests, aiming at measuring students' performance of the pragmatic tasks, was adopted for the courses where students were required to perform the acquired concepts in pragmatics.

As explained in the preceding chapter, following the interventionist model to DA-based instruction, the treatment sessions were instructed based on the cake and sandwich formats, which were meant to identify the students' ZAD and ZPD. In view of that, every session was more or less organised around the following steps:

At the outset of every session, students were provided either with the TL material to introduce them to the new concept in pragmatics, or invited to complete a DCT to practise their newly acquired pragmatic aspects. Such introductory stage, the provided material or the pre-test, was meant to identify the students' ZAD and to introduce them to the overall topic. Furthermore, the students were divided into small groups that include at least one participant with a more advanced ZPD to possibly contributes in mediating the learning experience for the other peers.

Then, in an attempt to understand and practise the given speech act, students were engaged in negotiating the meaning of the expressions, identifying the mitigating strategies, introducing the sociopragmatic context, and providing pragmalinguistic choices based on their recalls of the provided passage's content. When students failed to solely negotiate the meaning or to perform the attained pragmatic aspect, the teacher-mediator provided them with assistance: offering guiding questions, prompts, clues or explicit explanations in order to mediate their grasp of the given material, and thus help them to move their ZPD forward. Assisting students' practises was accordingly based on the distance to their ZPD, reflecting mainly the speed and the quality of understanding and appropriating the given pragmatic element.

As to the mediational strategies, which were delivered by the teacher and the more advanced peers in the small groups of ZPD along the assessment procedures, they were gradually offered, moving from the most implicit to the most explicit. As such, the DA practises followed in oral courses incorporated both instruction and assessment in the same tasks and helped us revealed the students' solo and guided performance, and thus shortened the distance between their actual abilities and future potentials in pragmatic performance (ZAD-ZPD). It must be reiterated that The mediational strategies integrated in the intervention phase were inspired from the assessment practises used in Poehner (2005); Ableeva (2010). They were correspondingly revealed and quantified through the analysis of the teacher-learners' interactions.

It should be recalled that the mediational strategies reported in this section represent the teacher's interaction with the learners along the dynamic assessment procedural practises. The selected protocols for analysis comparatively reflected the mediated learning experiences that have been recorded during the DA-based instruction nonetheless the portions involving students' solo performance were excluded from the analysis. the scrutiny of the mediated learning experience has provoked the reconsideration emergence of the developed regulatory scale of mediational strategies, which is deemed as a retrospective reflection on the work of Poehner (2005); Ableeva (2010) and an innovative inventory in mediating pragmatic acquisition.

➤ The Classification of the Mediation Strategies Deployed in the Current Investigation

- 1- Approving/disapproving the Answer
- 2- Negotiating the meaning of the Excerpt
- 3- Replaying the Passage
- 4- Collective and Affective Scaffolding
- 5- Questioning the function of the Excerpt
- 6- Providing sociopragmatic Clues
- 7- Providing pragmalinguistic Options
- 8- Identifying the mitigating Strategies
- 9- Comparing with the First Language Use
- 10- Providing an Explicit Explanation

It should be noted here that the provided list of mediational strategies in the present study did not typically mirror the prearranged guide of mediations developed in the work of Poehner (2005) and Ableeva (2010), but it was developed depending on the four main constituents of pragmatic competence, including pragmalinguistic ability, sociopragmatic sensitivity, meaning negotiation skill, and politeness strategies use. Along the treatment phase, the mediational strategies were submissively implemented based on the predetermined objectives of the given session, and on the mediator-learners' interaction as every mediated learning experience reflects the learners' needs. On the steps of Poehner and Lantolf's (2005), the teacher-mediator used to offer the assistance along the treatment course, ranging from the most implicit to the most explicit. The provided strategies were organised depending on their prearranged objectives: managing the classroom interaction, assisting the students in reconsidering their attempts, assisting them in understanding the sociopragmatic hints, assisting them in using the pragmalinguistic choices, and motivating them to improve their pragmatic sensitivity.

As noted earlier, the flexible attribute of the mediational strategies' menu followed for the implementation of the DA procedures in oral courses gave the teacher-mediator much freedom to

opt for the type of strategies that best fit to the learning context and not to be confined to the previously prescribed mediating means as any MLE is defined by the overall setting and the learners' needs. Such innovative repertoire of mediational strategies was required for the explicit instruction of pragmatics since the developed regulatory scales in the previous studies of Poehner (2005) and Ableeva (2010), were limited to listening comprehension and oral expression improvement. The list of mediating moves provided in the current investigation helped us in analysing the effectiveness and the recurrence of the strategy types along the treatment phase, and thus allowed us to bring light to the students' psychological and cognitive developmental processes. The following section provides a comprehensive explanation of the displayed mediational strategies, involving some illustrative examples.

The following excerpts, extracted from the used TL materials in the instruction of the oral expression course, meticulously explain the procedural steps of deploying the mediational strategies:

Protocol 1:

A- Negotiating the meaning of the expression

This mediation, as the name implies, was meant to rise students' awareness about the importance of understanding the intended meaning rather than the literal one by focusing on the situational and cultural variations. In view of that, the mediator tried to drive the participants' attention to negotiate what is meant and not what is said depending on the sociocultural context. In doing so, the teacher helped the students in rendering what is said to its relevant context to be able to understand the speaker's own intention (Thomas, 1983; Leech, 1983). Thus, for the integration of this move, the mediator initiated the discussion by asking the students about the intended meaning.

B- Collective and Affective Scaffolding

Such strategy, following Vygotsky's theory of the mediated mind, which assumes that the human mind is mediated under the guidance of the more advanced peers, was opted for to

compensate the students' ineffective solo attempt, and to help them to move their ZPD forward. Working with large groups, the mediator divided the class into small groups of ZPD, and invited the more experienced students to collaborate with the less engaging participants in order to help them reach their full potentials. The teacher also maintained providing the students with affective scaffolding which was often in a form of positive feedback in order to lower their affective filter, and overcome anxiety, which evokes a serious problem as noted in the previous section.

11- "Oh, we seem to be getting to deep water, the truth of it all dear mother is that you have got a bad opinion of your own sex and I have a good one". T: what did the speaker want to say?

1- Ss: (silent)

2- T: Let's listen again. Try to focus on the main idea please.

3- S1: getting to deep water?

4- T: are they swimming? Isn't this a reply to her previous statement? Listen to it.

5- S1: telling her about herself?

6- T: no, is this a storytelling? Think about the speakers' intention?

7- S2: he told her about the difference between him and her.

8- S3: is he complaining?

9- S4: no, I guess this is an objection.

10- T: excellent, Now, who can guess what the speaker meant by "getting to deep water"?

11- S4: he wanted to say we are getting in trouble.

12- T: exactly, he is arguing. Now, what do you notice about his way of objection?

13- S2: arguing but in a positive manner.

14- S4: yes, he said to her dear mother.

15- T: that's brilliant. And such expression of endearment is considered as a politeness marker that English people use to soften their objection.

As it seems from the protocol above, the strategy of meaning negotiation has succeeded in scaffolding the whole group to understand what the speaker intended to say in the given portion. The mediator tried to turn their attention to the hidden meaning by referring them to the overall context of the statement. When the students failed to solely catch the intended meaning due to the statement's semantic confusion, they were divided into small groups of ZPD, and thus the more experienced peers took part in mediating the whole class to move forward by splitting the statement into understandable functions. Following such move of collective scaffolding, the participants were motivated to work in collaboration, and arrive altogether at interpreting what was meant and not what was said. The contributions of the more advanced participants, the collective scaffolding, built a solid support for the less engaging students, and shortened the distance between the students' ZAD and ZPD.

Protocol 2

A- Questioning the function of the provided expression

This mediational strategy was implemented to help students improve their pragmatic sensitivity as they used to be confined with the semantic compactness of the target language. Through this strategy, students have learnt how to do things with words, and thus developed the ability to make a distinction between the literal meaning and the figurative one. reflecting on the politeness principles of Brown and Levinson, (1987), which involve communicating one's intention moving from the most direct language to the less direct one, the mediator has explained the speaker's ability to achieve his intended meaning and to maintain good relationship by saving the hearer's face. Hence, in deploying this strategy, the mediator asked about the function of the provided statement, and helped them make sense out of the possible meanings.

B- Providing correct response and explanation

Such mediational move was adopted when all the other attempts were reported to be useless in helping the students grasp the pragmatic concept. It is at the heart of the DA-based procedures inspired from the sociocultural theory, which typically reflects the explicit instruction of pragmatics

(Van Compernelle, 2014). Its main aim is to assist the students in moving to a more advanced level of cognition, and to prepare them for the future performance. This move was opted for when the students could not capture the meaning of the given pragmatic aspect

1- “Little Nel, what we can possibly do without her. She makes all the sunshine in the house”. T: what is the function of this statement?

2- S1: he is praising the little girl.

3- S2: yes, she means the sunshine.

4- T: good, is this what the speaker meant to say?

5- Ss: (silent)

6- T: Let's render his statement to its context. Listen again.

7- S3: he is speaking to the one who wants to marry her?

8- T: exactly, what did he want to tell him?

9- Ss: [silent]

10- T: didn't you say he was praising little Nel? Why was he doing so? What was his real intention?

11- S3: yes, was against this marriage.

12- T: amazing. Now, what is the expression that hints at the act of refusal?

13- S4: we can do nothing without her.

14- T: see, every expression in this statement seems to be having double meaning: literal and figurative. In your opinion, why did the speaker opt for the figurative meaning?

15- S3: he wanted to be indirect.

16- S5: to not be rude.

T: excellent, and this can be framed within the politeness principles because the more indirect expressions we use, the more polite we are, particularly with the face threatening acts like that of the refusal.

In the protocol above, the mediator tried to make a balance between the bottom-up and top-down processes to help students arrive at the pragmatic function of the given statement. As the students succeeded to solely detect the figurative meaning of the second portion of the statement, the teacher has intervened to drive their attention to the social context where the statement took place first. Such move has assisted them in focusing on understanding what was meant and not what was said.

After being aware about the general context of the statement, one participant, who seems to have a small ZPD, figured out the main aim of the speaker, and thus helped the others to put their hands on the right expression communicating the intended meaning. Then, the mediator highlighted the difference between the literal and the figurative meaning (direct and indirect), and asked them to find out why the speaker opted for the indirect way; and this strategy was quite efficient in mediating the students' discovery of the politeness principles' notion. Moreover, as such concept is deemed to be quite confusing, especially with pragmatic function of the statement, the mediator opted for the explicit explanation strategy to prepare them for the next notions in pragmatics. In view of that, it can be said that this mediational strategy has immensely succeeded in mediating their attempt to determine the pragmatic functions as it enabled them to focus on what is said rather than on what is meant.

Protocol3

A- Providing sociopragmatic Clues

This mediating strategy was used in order to rise students' awareness about the importance of the contextual considerations in having insightful understanding of the intended meaning. The mediator, as such, tried to offer some contextual cues, which involve general information about the situational variations, including the participants, the setting, the means, and the purpose in order to ease their understanding. as a mediating strategy in fostering EFL students' pragmatic competence acquisition, the contextual reminders were limited to speech act realisation as they are often qualified to be face threatening (Brown and Levinson, 1987). In doing so, students were often

reminded to focus on the sociopragmatic factors, including the social distance between the speaker and the hearer as well as the relative power with the aim of drawing their attention to the importance of protecting the face of the addressee when performing any speech act.

B- comparing with the first language use

such mediating move was usually implemented when explaining a notion that is shared among various cultures. This strategy was meant either to extract differences across languages aiming at alerting students to mind them during communication, or to highlight similar notions in the first language with the purpose of resorting to the last most effective move.

- 1- “You have been so good, so good to all of us. We can never pay you back. Can that be any payment between you and me?” T: dear students, can you find out what both speakers meant to say?
- 2- S1: she is praising him, I guess.
- 3- S2: yes, and he was replying to her
- 4- T: amazing, let’s go a step further and think of it in terms of pragmatics, as we already know, when we use the language, we are doing things with words. So, which speech act is this?
- 5- Ss: (silent)
- 6- T: didn’t you say, she was praising him? What function is it performing?
- 7- S3: isn’t this a complement?
- 8- T: that’s it, and what about the second portion?
- 9- S3: a reaction to the complement.
- 10- S4: a refusal.
- 11- T: refusal, no? this is a complement response with the function of rejection, but why didn’t he accept the complement?
- 12- Ss: (silent)
- 13- T: what kind of relationship do they have?

14- S5: a sister in-law.

15- S2: they are close friends.

16- S4: and that's why he didn't accept the complement.

17- T: great, how do we express this in Arabic?

18- S4: (mabinatnesh), or (blamzia).

19- T: That's right. See how politeness principles are universal, but bear in mind that this is not the only way to respond to complements. Always, there are various ways to communicate our thoughts which are guided by the setting, the relationship between participants, and the status of these participants.

Upon the participants' collective attempt to understand the intention of both speakers, the mediator encouraged that energised participation, and helped them to move forward with their ZPD by pointing out to the pragmatic function of the speech act. Then, after succeeding at identifying the type of speech act of the first speaker, the students were provided with sociopragmatic reminders, including the sociocultural setting and the relationship between participants as a mediating move to boost their grasp of the pragmatic function.

Moreover, in an attempt to clarify any possible confusion about the speech act of complement and complement response, and to introduce the students to what is widely known as universal politeness principles, the mediator intervened depending on the strategy of comparing with the first language use. Such mediational strategy, inspired from Brown and Levinson's (1987) universal politeness principles and Blum-Kulka and Olshtain's (1984) universal pragmatics, was rather effective in extending their understanding of the pragmatic notions. It was implemented through inviting them to their own social context in order to compare the TL use to their culturally developed manner of communicating the given speech event.

Protocol 4

A- Providing Pragmalinguistic options

This mediating move, which was assumed to turn the students' attention to contextual knowledge about the given text, upheld focusing on the use of pragmalinguistic choices. Pragmalinguistic options are determined by the social factors, such as the ranking of power and the social distance. Differently put, they consist of all the possible conventional and non-conventional expressions, strategies, and means of communicating one's thoughts, depending on how direct or indirect the speaker wants to be. As a mediational move in the DA-based-instruction, improving the students' Pragmalinguistic knowledge, was deemed important in enriching the students' pragmalinguistic repertoire of the speech acts of request and apology realisation.

B- Approving/Disapproving Response

Such mediational strategy was adopted by the teacher-mediator to confirm the relevance of the students' insights to the context of the delivered passage. The approval strategy to their responses, which was often amalgamated with motivating expressions, articulates with the Vygotskian affective side of the desire to learn. In view of that, the teacher tried to manage students' participation depending on the affective scaffolding for it boosts the less experienced students to take part in the classroom discussion with the more advanced peers, and thus move their ZPD forward (Williams & Burden, 1997). The protocol below fully describes the procedural steps of implementing such move.

- 1- "...look, there is a free table over there...oh, I am really sorry, look, first I will get you another coffee. Then, we can go shopping. I want to buy you a new shirt. You cannot go to the meeting like that. T: in your opinion, what was the conveyed message in this portion?
- 2- Ss: (silent)
- 3- T: what did the speaker want to say? Let's listen again.
- 4- S1: to apologise?
- 5- T: that's great, but how did you know that?

6- S2: since he said I am sorry.

7- T: yes, what else? Any other expression of apology?

8- S3: oh, to express feeling

9- T: is this an expression for apology? Let's listen again.

10- S3: I buy you another one?

11- T: that's right. And what makes it an apologising expression?

12- S3: because it proposes a solution to the damage.

13- T: yes, that's the strategy of offering repair; it is one of the four main potential strategies of apologising. Any other strategies in the given portion?

14- Ss: (silent)

15- T: what about (really), you cannot go to the meeting like that. Don't they help in performing the act?

16- S5: yes, may be to say I am deeply sorry.

17- T: yes, these are called intensifiers; we use them to strengthen the apology and to express our concern for the hearer. Because in performing such act, we need to pay attention to the social factors, like the relationship, the status of the addressee, and the gravity of the act, but is this the only way to express apology?

18- S5: I apologise, excuse me.

19- T: yes, exactly, and these are called the IFID strategies; we use them to directly express our apology.

As displayed in the protocol above, highlighting the pragmalinguistic sources in the text depending on the sociocultural factors helped the mediator to familiarise the students with the most conceivable expressions to do things with words. In doing so, the mediator asked some supervisory questions about the social factors to assist them in noticing the pragmalinguistic options. Such mediational move was quite efficient as it helped them thoroughly grasp the pragmatic notion through the contextual variations. Following this mediational mean, the students acquired new

concepts in pragmatics, including the potential strategies, the IFID expressions, and the intensifiers as the pragmlinguistic options of the speech act of apology realisation, which would have been considerably confusing rather than the sociocultural factors.

It seems obvious that the mediator's approving response strategy in this protocol was adopted a plenty of times with the aim of motivating the less engaging students to participate in the classroom discussion. It was meant to provide them with affective scaffolding to make them feel at ease, and thus get ready to move to their ZPD. As to the mediator's disapproving strategy, which was also set to be an encouraging move, it was deployed a few times to assist them in using all their cognitive abilities.

Protocol 5

A- Replaying the Passage

This mediating move, which involves offering a second chance of exposure to the provided materials, helped the students to listen again to the exact portion that articulates with the given question. It was adopted as a response to the students' need to give them a chance to capture the unnoticed aspects from the first exposure. In so doing, the mediator believed that this strategy would contribute a great deal in improving the students' listening comprehension before moving to any other mediational move.

B- Identifying the mitigating Strategies

Such mediational mean, which stands for the procedures of highlighting the politeness strategy use, was meant to rise students' understanding of the cultural variations across languages. It was often implemented by inviting the students to focus on the politeness markers in the given portion. Politeness strategies knowledge involve introducing the students to Brown and Levinson's (1987 universal principles of being polite, including bold on the record, on the record with redress, off the record, do not do the FTA in order to equip them with all the possible choices of communicating one's intentions moving from the most direct way of performing the act to not doing the act at all to protect the addressee's face. Politeness sensitivity as a means in mediating the

pragmatic aspects acquisition, has contributed a great deal in raising students' awareness about making the balance between communicating their intentions and maintaining social relationships (doing the act and saving the addressee's face.

- 1- "Hello, this is room (419), I have a problem with the air-conditioning; it is not working, and it is very hot in my room". T: What can we understand from this portion?
- 2- Ss: (silent)
- 3- T: what did the speaker meant to say? Let's listen again.
- 4- S1: she wants to complain
- 5- T: is this complaining? To whom was she speaking?
- 6- S2: she is speaking over the phone.
- 7- S1: she is talking to a receptionist?
- 8- T: yes, why did she call the receptionist?
- 9- S3: because she has a problem of the air-conditioning
- 10- T: did she call the receptionist to tell her story?
- 11- S4: no, she wants help.
- 12- T: good, but she didn't clearly say I want help. How did she communicate her intention?
- 13- S5: she wants to be indirect.
- 14- T: had she say it in a direct way, what would she say?
- 15- S6: she would say, I need help with my air-conditioning.
- 16- T: that's verry direct, which speech act is this?
- 17- S5: the speech act of request.
- 18- T: yes, we agreed that she performed it in an indirect way. What strategies she used?
- 19- S4: she just mentioned her problem.
- 20- T: amazing, she just hinted at her problem, and this is the most indirect strategy of requesting. Now, how do we usually make a request?
- 21- S2: can you do me a favour.

22- T: good, this is a conventionally indirect strategy. So, we have three different ways of performing the request: direct, Conventionally indirect, and non conventionally indirect.

Now let's try this example with the other strategies. listen again.

23- S5: come and fix the air-conditioning for me. T: this is called bold on the record in politeness principles. Quite rude.

24- S4: could you please help me? I have a problem with the air-conditioning. T: and this is called on the record with redress. Quite polite.

25- The students were invited to listen again to the provided text because they failed at grasping the intended meaning depending on the other mediational steps. It practically aimed at helping students to reorganise their ideas, and recompense the overlooked thoughts. It was implemented in the two forms: listening to the whole portion and listening to a particular part of the portion depending on the students' needs in the mediated learning experience.

This protocol also indicates the importance of revealing the mitigating strategies in helping the students appropriate the pragmatic notions. It was equally considered as a powerful tool for the mediator since it helped her turn down the most abstract concepts in pragmatics into manageable behaviours. In view of that, the students have learnt all the possible manners of performing a request on the basis of the politeness principles notion, which is a rather confusing concept in pragmatics.

all things considered, after having a thorough content analysis of the mediational strategies used in the DA-based interaction, it seems obvious that students' progress in the ZPD depends on how effective the given mediated learning experience is, and this can be measured by the frequency and functionality of the provided mediating moves. The extracted protocols provided us with an insightful understanding of the students' internalisation process of the pragmalinguistic and sociopragmatic means. The meticulous examination of the different types of mediational moves provided by the mediator during the DA-based instruction was portrayed in forms of protocols reflecting the most salient mediational strategies in the teacher's-students' interaction. The

categorisation of the mediational strategies helped us practically implement the explicit instructional methodology of interlanguage pragmatics in the oral courses.

The mediational strategies were predetermined in advanced moving from the most implicit to the most explicit, with the attempt to reach the following objectives: managing the classroom interaction, providing an affective scaffolding, assisting the student's reaction to the pragmalinguistic and sociopragmatic hints, and assisting the students' negotiation of the meaning. The difference between the mediational strategies developed in the current investigation and Ableeva's (2010) classification is at the heart of the nature of the explicit instructions of pragmatics.

The content analysis of the DA-based interactions revealed a sort of discrepancy between the mediational moves reflecting Ableeva's (2010) classification and the mediations inspired from the general explicit pragmatic instructional methodologies. Though both types of mediational strategies are grounded in Vygotsky's sociocultural theory, the second type, reflecting pragmatic instruction proved to be more effective than the first type inspired from Ableeva's (2010) classification. This can possibly be explained by the following: opposed to Ableeva's (2010) typology, the types of mediations reflecting the explicit instruction of pragmatics provides a more specific and direct assistance that practically helps the students internalise the pragmalinguistic and sociopragmatic means of the target language, and this is in convergence with Van Compernelle's (2014 belief about the effectiveness of explicit instructional pragmatic.)

The mediational strategies developed in the current investigation stressed the importance of the mediated learning experience in providing the students with the three main mediating features of the pragmatic aspects of the target language: the significance, the purpose beyond here and now, and the shared intentionality (Williams & Burden 1997). Focusing on such mediating factors helped the mediator opt for the most relevant mediational move, and thus recompense the abilities that were in the process of improvement.

*4.2.2.1 Presentation and analysis of the first progress test results***4.2.4.1.1. Reading and Description of the First Progress Test Requests**

As explained in the preceding chapter, each stage was instructed with an amalgamation of the two models of the interventionist approach to dynamic assessment, the end of which was marked with the administration of a progress test in order to diagnose their progress along the treatment. The researcher used the initial tests of the interventionist-based sessions to report students' progress in pragmatic tasks performance as well as the difficulties they faced in performing those tasks. It should be recalled that the adopted WDCT for both progress tests was meant to elicit requests and apologies realisation. The selection of every situation in both tests was more or less determined by its authentic use in the classroom setting as it is strongly possible to happen to any EFL student with his/her teacher.

In the first set of situations, students were expected to make a request for different things from their teachers. The scenarios where students need to perform a request include what follows:

- Suppose you have not understood what the teacher has just explained about “the theories of first and second language acquisition “. How would you ask for explanations about the acquisition process in each language?
- Suppose you have a listening class and you cannot hear what is played on T.V. How would you ask your teacher to turn it up?
- Suppose the teacher is writing with a red marker on the board, and the colour really disturbs your eyes. How would you ask the teacher to use a different color?
- Suppose you have been absent the previous session, and you have not understood a specific part on your own. How would you ask your teacher to give you a brief explanation about that part?
- The teacher has announced the date of midterm exam but you have another exam on that same day. How would you ask your teacher to change the date of the exam?

The performance of students from the control group was analysed on the basis of the same coding scheme and thus presented in the following table:

			Request 1	Request 2	Request 3	Request 4	Request 5
Alerter used	Address Terms		8	7	8	8	1
	attention getter		2	4	2	1	0
	Both		12	0	13	8	0
	No alerter		9	19	8	14	29
head act	Direct strategies	Mood derivable	2	0	1	0	0
		Explicit performatives	0	0	0	0	0
		hedged performatives	1	0	0	0	0
		obligation statement	0	0	0	0	0
		Want statement	0	0	0	0	0
	Conventionally indirect strategies	Suggestory formulae	0	0	1	4	5
		Query preparatory	25	29	26	25	23
	Conventionally indirect strategies	Strong hints	2	2	3	2	2
		Mild hints	0	0	0	0	0
Supporting moves		Checking Availability	0	0	0	0	0
		Getting precommitment ^a	0	0	2	2	0
		Grounder	12	12	14	22	12
		Sweetener	1	0	1	0	0
		Disarmer	1	0	1	0	0
		Cost Minimiser	0	0	0	0	0

Table 21 : Progress-test 1 results of the control group requests

As displayed in table (21), the control group students' requests realisation was described with a rather drastic dependence on the conventionally requesting pattern of the target language following the use of the query preparatory and the grounder. First and for most, the use of the alerter seems to exhibit a quite trembling pattern across the five situations as in situations one, three, and four, some students used either address terms alone or accompanied with the attention getter, and only few of them opted for the solo use of the attention getter. Whereas in situation two and five, almost all students delivered their requests without any type of alerter. Though these alerters are considered as politeness markers in delivering a request, students might have avoided them as the request itself took place amid the discussion.

Equally important, the head act in all situations was articulated with the leading use of the query preparatory as a conventionally indirect strategy. To illustrate for the five situations respectively: A/ "Would you please clarify more about the acquisition process". B/ "Can you turn it up, I can't hear what is played". C/ "Miss, I know this is strange but would you please change the colour of your pen". D/ "Sir, I was absent, can you repeat this for me". E/ "Can I take the exam with another group". Moreover, in situations four and five, few students managed to formulate their requests depending on the suggestory formulae conventionally indirect strategy as these situations can be performed with the given strategy suggesting solutions to the problem, e.g. "Is it possible that you change the date of the exam...". Additionally, a very slight use of the strong hint strategy was noticed in the five situations, e.g. "Sorry Miss, I hear nothing".

As to the supporting moves, in all the situations, the dominant majority of students used the grounders and particularly in situation four. As examples from the participants' answers in the five situations: A/ "I didn't get this point, please clarify". B/" Can you turn up the volume, I here nothing". C/ "Please Sir, if you don't mind use another colour because this one disturbs my eyes".. D/ "I was absent last time, it would be so nice if you give me a brief explanation". E/ " Can you change the date because we have another exam". It should be noted that a little to no use of the following supporting moves (getting a precommitment, sweetener, disarmer) was recorded across the five situations.

Similar to the analysis of the Control Group Request Realisation, the Experimental Group performance is displayed in the table below:

			Request 1	Request 2	Request 3	Request 4	Request 5
Alerter used	Address Terms		1	5	7	2	9
	attention getter		8	5	4	1	2
	Both		5	10	7	9	8
	No alter		17	8	13	18	12
head act	Direct strategies	Mood derivable	0	0	0	0	0
		Explicit performatives	0	0	0	0	0
		hedged performatives	0	0	0	0	0
		obligation statement	0	0	0	0	0
		Want statement	0	0	0	0	0
	Conventionally indirect strategies	Suggestory formulae	0	1	3	6	0
		Query preparatory	28	26	25	18	29
	Conventionally indirect strategies	Strong hints	1	2	1	3	2
		Mild hints	0	0	0	0	0
Supporting moves		Checking Availability	0	0	0	0	2
		Getting precommitment ^a	0	0	1	1	2
		Grounder	9	12	17	18	14
		Sweetner	0	0	0	0	0
		Disarmer	0	0	0	0	0
		Cost Minimiser	0	0	1	0	0

Table 22 : Progress-test 1 results of the experimental group requests

Table (22) reveals that a venial improvement can be attributed to the experimental group participants in terms of speech act of request realisation for they have completed almost all the situations. Similar to their counterparts in the control group, they followed a standardised tendency of the query preparatory and the grounder across all the five situations. Accounting for the use of the alerters, the experimental group participants displayed a rather restricted use of them in the five requests. Some students opted for the combined alerter encompassing both the term of address and the attention getter to request their addressee's, while others chose only one of them to alert the hearer for the request. What is noticeable in their performance, however, is that many of them delivered their requests without preparing the hearer for it, especially in situation one and four.

although all the given situations occurred with a teacher who is of a higher rank than the students, the integration of alerters was set to be less than acceptable reflecting the students' modest commend of the TL requesting politeness strategies.

As to the preferred strategies, the conventionally indirect ones (expressly the query preparatory) were more frequently used than any other one in all situations. Illustrating from students answers in the five situations: A/ "Sir, can you explain how acquisition process works please". B/ "Excuse me sir, can you turn the TV up so that I can hear well". C/ "Excuse me sir but the colour you are using is not clear, could you change it ?" D/ "Miss, I had an emergency, I couldn't come, could you repeat this part for me".E/" Excuse me sir, but we have another exam on the same day, can you change the day".

Moreover, in situations four and five, few students managed to formulate their requests depending on the suggestory formulae conventionally indirect strategy as these situations can be performed with the given strategy suggesting solutions to the problem, e.g. "Sorry sir but I have another exam the same day if it is possible to make another day for me". Additionally, a very slight use of the strong hint strategy was noticed in the five situations, e.g. "Sir please, I can't hear what is played ". Regarding the use of the supporting moves, the vast majority of students depended on the grounders across all the situations. To illustrate from the participants' own answers in the five situations : A/ "Please sir, can you explain it again in another way because I didn't get the point". B/ "Sorry sir, t was absent the previous class, could you please repeat this part for me".

4.2.4.1.2. Reading and Description of the First Progress Test Apologies

In the second set of situations, participants were asked to apologise for several acts that they encounter with their teachers. They had to apologise for the following acts:

- Suppose you come late for an important class and the teacher is very punctual and principled. What would you say in this situation?
- You have been asked to hand in your project, and the time is due. However, you have not prepared it, and you want to make an apology for that. What would you say in this situation?

- You are almost asleep in the class while the teacher is teaching. The teacher gets very angry when he sees you sleeping in the class. What would you say in this situation?
- Your teacher is giving a lecture on an important topic. You have a related question to that part of his lecture. How would you interrupt your teacher to pose your question?
- Your cell phone suddenly starts ringing loudly amid a very serious discussion in the class. What would you say to the teacher?

		Apology 1	Apology 2	Apology 3	Apology 4	Apology 5
Selection of IFID	(be) sorry	24	10	12	21	24
	Apologise	0	1	3	3	1
	Regret	0	0	0	0	0
	Excuse	0	1	1	5	0
	Forgive	0	1	0	1	0
Potential Strategies	Cause	9	28	27	15	10
	Offer forbearance	17	1	2	0	6
	Taking responsibility	1	3	1	0	1
	offer of repair	0	4	0	0	7
Intensifiers	Within the IFID	1	3	2	5	0
	Externally to the IFID	0	0	0	1	0

Table 23 : Progress-test 1 results of the control group apologies

Table (23) displays the control group students' performance of apology in the first progress test, which was characterised with a blind reliance on the fairly steady apologising expression of the target language that involves (to be sorry) as the cause statement for X). The great majority of participants, across all the situations, expressed their apologies to their teachers for misbehaving in class using (to be sorry) as the most predominant strategy amongst all the other IFID strategies. Adding to that, only few other IFID such as: apologise, excuse me, and forgive me were sporadically utilised either as the only strategy or together with a potential strategy. Yet, in situation (2 and 3) many students articulated their apologies without any type of IFID. Though the inclusion of an IFID in performing an apology is deemed as a sign of politeness, students might have dodged them either to answer the teacher's question about the reason for (X) such as: "I didn't bring it, I forgot it at home", B/ "Yes, I didn't sleep well last night" or to admit their fault by saying nothing to show

some respect to the teacher. It should be noted here that the avoidance strategy when a violating act happens would protect the speaker's face, but apologising is meant to restore the hearer's face even at cost of the speaker's one.

As to the preferred potential strategies, stating the cause for (X) was more frequently adopted than any other one. The majority of respondents tried to express their apology with reference to the cause that triggered the violating act aiming at protecting the hearer's face along with their own ones. To illustrate from students' accounts, "Sorry miss, I just got stuck in traffic", "Sorry, I had an awful sleep last night". some participants, particularly in situation one, opted for Offer forbearance strategy as an attempt to restore the addressee's face by promising that (X) would never happen again such as: "I'm sorry for being late each time that won't happen again", while few others had resort to the strategy of taking responsibility (e.g.) "Sorry sir, it's my fault and I'm ready for your punishment", and offer of repair(e.g. I apologise, I thought it is for the next session, I can bring it tomorrow if possible"), which would certainly restore the situation back.

Similarly important, the intensifying markers for apology were mostly ignored, and the very few used ones were included within the IFID such as: really sorry and very sorry, and this implies that they did not take concern for the hearer who is of a hire rank. On the whole, the responses in general terms seem to mainly preserve the speakers' face, and it is noticeable that little to no attempts was made to preserve the hearer's one, which is the main of making an apology.

		Apology 1	Apology 2	Apology 3	Apology 4	Apology 5
Selection of IFID	(be) sorry	24	24	24	9	24
	Apologise	3	4	1	5	2
	Regret	0	0	0	0	0
	Excuse	0	0	0	1	0
	Forgive	0	0	1	1	1
Potential Strategies	Cause	10	7	12	25	9
	Offer forbearance	15	14	1	1	0
	Taking responsibility	0	10	15	3	7
	offer of repair	2	0	2	4	20
Intensifiers	Within the IFID	4	5	6	1	15
	Externally to the IFID	0	0	0	1	4

Table 24 : Progress-test 1 results of the experimental group apologies

Table (24) reveals that a slight change can be credited to the experimental group participants' performance regarding the speech act of apology realisation as they managed to answer the majority of the situations, notwithstanding the salient dependence on the same typical apologising strategies (to be sorry). Similar to their matching-pairs in the control group, most participants of the experimental group opted for the typical expression of regret (to be sorry) to deliver their apologies to the teacher for the violating acts that took place in class. Moreover, few students had recourse to other types of IFID and mainly (apologise). What is conspicuous about their performance is that almost all of them opted for the integration of an IFID along with the potential strategies to apologise, which is believed to be as a politeness marker. Still few answers though not with all the situations were marked with students' silence as an apologising strategy, e.g.) "I remain silent", and this might be attributed to their own culture, resorting to silence to admit one's own fault, which in fact does not restore the situation but protect the speaker's face.

Interestingly enough, opposed to their performance in the pre-test, participants in this test have succeeded in utilising the four potential strategies to express their apology, with a particular focus on stating the cause for (X). Hence, most contestants had resorted to stating the cause for (X) in order to restore the situation such as: "Sorry for this, I missed the bus", "It was a bit challenging so I was waiting to meet you to clear it up for me". In addition to that, the offer forbearance strategy

was chosen by many students, particularly in the first and the second situation in an attempt to bring the situation back such as: “Sorry sir, I won’t repeat that again”, “Sorry sir, won’t happen again, I was just asking about something about the lesson”. the strategy of taking responsibility for (X) was also used by some other students, expressly in situation(2,3, & 5) for instance, “Sorry miss, you’re right, my bad”, “I’m sorry, I understand, this should not happen again”. As to the offer of repair strategy, it was predominantly used in the last situation as the violating act, a phone ringing in class can easily be turned off, (.

Last but not least, the use of an intensifier to strengthen the apology was mainly included within the IFID such as: really sorry, very sorry, and I do apologise, while only few intensifiers were recorded externally to the IFID, which indicates that students are not fully aware of the importance of taking concern for the hearer. All in all, it seems obvious that students have inquired some strategies related to the speech act of apology realisation, which explains their improvement in terms of meaning negotiation as well as pragmalinguistic ability, yet they still consider their face protection as a primal priority, which is not the aim of apologising, and thus do not account for the social variations that are number one responsible for the selection of the appropriate mitigating strategies and sociopragmatic factors to the given speech event.

4.2.4.1.3. Presentation and Analysis of the First Progress Test Scores

Students	Progress-test 1 Control Group	Progress-test 1 Control Group request	Progress-test 1 Control Group apology	Progress-test 1 Experimental Group	Progress-test 1 Experimental Group request	Progress-test 1 Experimental Group apology
S 01	07.75	04.25	03.50	07.25	02.00	04.75
S 02	09.00	03.25	04.50	08.00	03.00	04.25
S 03	08.75	04.25	04.75	08.75	03.25	04.75
S 04	08.75	04.25	04.50	08.25	03.75	05.00
S 05	10.50	04.25	04.50	08.75	03.50	04.75
S 06	07.75	05.50	05.00	07.75	03.50	05.25
S 07	07.75	04.00	03.75	09.50	03.50	04.25
S 08	06.25	03.75	04.00	09.50	05.00	04.50
S 09	07.50	03.00	03.25	10.00	04.50	05.00
S 10	06.50	03.50	04.00	09.00	05.25	04.75
S 11	07.50	03.75	02.75	09.25	04.25	04.75
S 12	11.25	03.25	04.25	07.50	03.75	05.50
S 13	07.25	05.00	06.25	09.25	03.00	04.50
S 14	07.75	04.00	03.25	10.25	04.75	04.50
S 15	07.50	04.25	03.50	09.00	04.25	06.00
S 16	07.50	03.50	04.00	10.25	04.00	05.00
S 17	08.00	04.00	03.50	08.50	04.50	05.75
S 18	08.25	04.00	04.00	12.00	04.00	04.50
S 19	07.50	04.25	04.00	11.25	05.00	07.00
S 20	06.75	03.50	04.00	03.00	05.50	05.75
S 21	08.25	03.50	03.25	08.25	02.25	00.75
S 21	06.50	03.75	04.50	13.25	03.75	04.50
S 23	08.00	03.25	03.25	09.50	06.75	06.50
S 24	07.00	04.00	04.00	09.75	04.25	05.25
S 25	07.25	03.50	03.50	10.25	04.00	05.75
S 26	10.50	03.00	04.25	07.50	04.00	06.25
S 27	07.00	05.25	05.25	05.25	04.00	03.50
S 28	06.75	04.00	03.00	08.00	03.25	02.00
S 29	10.00	03.75	03.00	07.25	03.75	04.25
S 30	12.00	05.00	05.00	07.25	02.50	04.75
S 31	07.75	06.00	06.00	07.25	03.50	03.75
M	8.08	4.01	4.07	8.72	3.94	4.76

Table 25 : Comparison of the Progress-test 1 final scores between the control and the experimental group

As displayed in Table (25), the experimental group scores seem to be a little higher than the control group ones. Concerning the pragmalinguistic choices, students from the experimental group have shown a slight improvement as they learnt to use adequate expressions a specially for apologies, and they replied to all the situations. At the sociopragmatic level, however, it seems obvious that both groups did not improve as they remained using the same conventional typical expressions for both requests and apologies across almost all the situations. It is also conspicuous

that the experimental group participants started to pay a little attention to the social variables, using some politeness markers as compared to the pre-test, yet they still have a problem with the degree of imposition for relying almost on the grounders in performing the requests and focusing only on protecting their own face in addressing their apologies. As to the control group, participants still found it unnecessary to perform both request and apology in some situations, backing their choices with different arguments, such as: this is not a big deal; I remain silent; and I do not have to apologise. As such, participants' performance in both groups indicates that they have still not acquired enough pragmalinguistic and sociopragmatic aspects of the target language to depend on in realising both requests and apologies. More importantly, at the level of meaning negotiation, they still find it difficult to make a balance between communicating their intentions, requests and apologies realisation, and maintaining good relationships through saving the addressee's face.

4.2.4.2 Presentation and analysis of the second progress test data

4.2.4.2.1. Reading and Description of the Second Progress Test Requests

In the first set of situations, students had to achieve requests for the following:

- 26- Suppose the teacher is using power point to teach you writing in the class. How would you ask your teacher for the power point file?
- 27- Suppose you have got 14 on your reading test and you are sure that your score must have been higher. How would you ask your teacher to check your paper again?
- 28- Suppose you need a recommendation letter to apply for a job as a teacher at an English language institute very urgently for tomorrow. How would you ask your teacher to do that for you?
- 29- Suppose that you need to have your teacher's phone number in case you might have some questions while studying. How would you ask for his/her phone number?
- 30- Suppose you want to have an appointment with the teacher this week to ask some questions about your term project. How do you ask him for an appointment?

			Request 1	Request 2	Request 3	Request 4	Request 5
Alerter used	Address Terms		9	9	7	7	3
	attention getter		4	1	0	0	3
	Both		8	15	9	14	14
	No alter		10	5	15	10	11
head act	Direct strategies	Mood derivable	0	0	0	0	0
		Explicit performatives	0	0	0	0	0
		hedged performatives	0	0	0	0	0
		obligation statement	0	0	0	0	0
		Want statement	0	0	0	2	1
	Conventionally indirect strategies	Suggestory formulae	1	1	0	3	1
		Query preparatory	30	29	21	24	29
	Conventionally indirect strategies	Strong hints	0	3	0	0	0
		Mild hints	0	0	1	1	0
Supporting moves		Checking Availability	0	2	0	0	6
		Getting precommitment ^a	5	2	5	8	2
		Grounder	7	16	21	17	18
		Sweetner	0	0	2	0	0
		Disarmer	0	0	0	2	0
		Cost Minimiser	0	0	0	0	0

Table 26 : Progress-test 2 results of the control group requests

It is clearly apparent from table (26) that participants from the control group, with their limited repertoire of requesting strategies, managed to negotiate the meaning of all the situations provided in the second progress test, following a distinctive request pattern involving the query preparatory strategy and the grounder. First and foremost, what is particular about their performance is that it was largely articulated with a combined alerter encompassing both attention getters and terms of address (e.g. Please Miss, Hello ma'am, Sorry Sir) to prepare the hearer for their request. Some students, however, had recourse to the inclusion of either the attention getter or more

frequently the address term to alert the hearer for the request. As contrasted to their previous performance in the pre-test and the first progress test, the use of alerters in delivering the request was quite moderate emulating the students' slight progress regarding the politeness markers integration as all the provided situations happened with a teacher who is of a higher rank.

As to the core head act, The most commonly used requesting strategy was the conventionally indirect one, the query preparatory, such as: A/ "Sir, I know I'm bothering but can I ask you for the power point file please". B/"Sir, I think that there's something wrong with my mark, would you please check my paper again"/ C/ "Sir, would you mind giving me your phone number in case I need your help". D/ "Sorry Miss, can you arrange a meeting with me if that wouldn't bother you of course". Moreover, a very trivial use across the five situations was noticed regarding the strategies of strong and mild hints (e.g. Sir, I think that there's something wrong with my mark) as well as the suggestory formulae (e.g. It would be helpful if you send us the power point file). A possible explanation to students' drastic dependence on the query preparatory at the expense of all the other ones is that they consider it as the most palpably mitigating strategy, and particularly if used with the models (could you and would you) which are deemed as politeness markers in the target culture, yet it is sensible for a language user to utilise different strategies to deliver a request.

Ostensibly interesting, the majority of students who used the supportive moves to strengthen their requests, opted for the grounders in almost all the situations, such as: "I am sure that I deserve more, can you check the paper please". Opposed to the previous tests, students in the five situations displayed a modest improvement regarding the incorporation of (sweetener, disarmer, and particularly checking availability, and getting a precommitment).to illustrate from their answers respectively: Miss, you are the best teacher I could think of to help me, could you please write a recommendation letter for me, I need it to apply for a job". A/ "Miss, I know that it's something personal , but can you give me your phone number to ask you about the lesson if you don't mind of course". B/ "Sir, If you have a free day, would you give me an appointment, I need to discuss my project with you". C/ "Can you please use the powerpoint". D/ "Please Miss, could you give

me a copy of the power point file if you don't mind of course.I/ I want to use it to revise the lesson again". This explains that the adopted strategies, depicting the overemphasis of being polite, is deemed to be pointless as the given requests are part of their learning routine and delivered to the teacher who is supposed to provide a positive response to their requirements, while few other still consider it unnecessary to articulate a request in order to protect their own face. Students tried to express their unwillingness to perform the request by the following statements: "I wouldn't ask it's not that big thing". "Honestly I won't do that for a million year, it's very awkward". "Miss, I know that it's something personal , but can you give me your phone number to ask you about the lesson if you don't mind of course". "In all cases he will refuse".

			Request 1	Request 2	Request 3	Request 4	Request 5
Alerter used	Address Terms		10	9	10	6	10
	attention getter		2	0	0	2	0
	Both		12	19	13	18	18
	No alter		7	2	8	5	3
head act	Direct strategies	Mood derivable	0	0	0	0	0
		Explicit performatives	0	0	0	0	0
		hedged performatives	0	0	0	0	0
		obligation statement	0	0	0	0	0
		Want statement	0	0	0	1	3
	Conventionally indirect strategies	Suggestory formulae	1	1	1	1	3
		Query preparatory	30	26	28	29	24
	Conventionally indirect strategies	Strong hints	0	3	0	0	0
		Mild hints	0	0	1	0	1
Supporting moves		Checking Availability	0	2	0	8	0
		Getting precommitment ^a	5	2	9	4	10
		Grounder	12	20	24	24	21
		Sweetner	0	0	2	0	0
		Disarmer	0	0	0	0	2
		Cost Minimiser	0	0	0	0	0

Table 27 : Progress-test 2 results of the experimental group requests

Table (27) indicates that a considerable improvement can be attributed to the performance of the experimental group participants in realizing the speech act of request for they succeeded to incorporate different mitigating strategies to soften the degree of imposition on their teacher. Firstly and most importantly, it is conspicuous that the great majority of students voiced their request with an alerter which either involves a solo term of addressing the teacher (Sir, Mister, Miss, and ma'am), or incorporates the address term with the attention getter, (e.g., excuse me Miss, Hello Madam, Sorry Sir). Some students, however, had recourse to deliver their request either with the inclusion of the attention getter or simply without any type of alerter. In comparison with their performance in the pre-test and the first progress test, integrating an alerter to prepare the hearer for the request

displayed a rather substantial change, reflecting the students' interest to be more polite with their teacher who is of a higher rank.

As far as the core head act is concerned, there was a general preference for the conventionally indirect query preparatory strategy, which was mostly articulated in the five situations as: A/ "Hi, here is my email.com would you please send me this file". A/ "Could you take a second look, I believe I did much better". C/ "Miss, would you please write a recommendation letter for me ?" D/ "Excuse me sir, can I have your phone number to ask about anything I didn't understand?" E/ "Can I steal an hour or two of your time to discuss my project". Accordingly, a little attempt was made to use the other core requesting strategies all over the five situations including the strong and mild hints as well as the suggestory formulae such as: A/ "Sorry sir but I think that you forgot to correct some questions". B/ "How can we get in touch with you in case we have no Internet access?" C/ "It would be better if we meet at the library next week in order to discuss the project?". Such firm choice of the query preparatory strategy across the five situations can be justified with students' attempt to reach the most possible extravagant politeness strategy as their repertoire is not abundantly rich to allow them unconventionally and indirectly articulate a request to a teacher, but it is prudent for a language user to improve his/her ability to express this query in the most variant ways possible. One important remark about opting for the query preparatory in the given situations, as displayed in their own accounts, is that such strategy was articulated in a rather deferential manor, combined with the address term and the attention getter, which is likely to transmit the degree of respect to the addressee.

What is particular about their performance in this DCT as contrasted to their counterparts in the control group, is that they deployed various types of the supporting moves across all the situations. In delivering their requests, the majority of them incorporated different adjuncts rather than the grounder to minimise the degree of imposition on the addressee by using (disarmer, sweetener, and particularly checking availability and getting precommitment). Illustrating from their own accounts in the five situations: A/ "Excuse me sir, I know you time is so precious but

would you care to recheck my paper again”. B/ “Sorry sir, but I came with all my respect for you, hoping that you help me with my recommendation letter if you could spare some time for me of course, I always believed in your writing style to be the best”. C/ “Excuse me sir, I hope you will say yes. I need your phone number for further information”. D/ “Please sir, Could you tell me about your free time this week so that we meet and discuss about my project, if you don’t mind of course”.

This can be explained by the following: these situations, occurring with a teacher, require using such types of supporting moves and mainly checking availability and having a precommitment. Second, the students, in this stage, have learnt how to deliver a request with a minimum degree of imposition to protect the addressee’s negative face by giving him/her much freedom. As such, it can be claimed that the experimental group participants started reasoning from the ends and the means by making a balance between communicating their intention, making a request, and protecting the addressee’s negative face, by avoiding impeding his/her actions.

4.2.4.2.2. Reading and Description of the Second Progress Test Apologies

In the second set of situations, however, students ought to apologise for the following misbehaving actions :

- 1- You have an appointment with your family doctor and you need to leave early in order to be on time for your appointment with the doctor. How would you interrupt your teacher to ask for an early leave?
- 2- Suppose that the teacher is teaching and you are talking to your classmate. The teacher gets angry with you. How would you react?
- 3- You are daydreaming in the class and lose track of what the teacher has said. At once, he asks you a question about the topic under discussion. You are totally unaware of what has been going on in the class. How would you react?
- 4- You are not ready for the class and you can’t answer the questions given by the teacher. What would you say in this situation? The teacher: I told you several times that you must be always ready for the class. Why didn’t you study this chapter?

- 5- You borrowed a book from your teacher but you accidentally spilled a cup of coffee all over it. You return it to the teacher. What would you say to him/her? The Teacher: (very angry) I can't believe it. This was the only copy I had.

		Apology 1	Apology 2	Apology 3	Apology 4	Apology 5
Selection of IFID	(be) sorry	19	24	21	20	26
	Apologise	2	5	5	1	2
	Regret	0	0	0	0	0
	Excuse	10	0	0	0	1
	Forgive	0	0	0	0	1
Potential Strategies	Cause	25	10	8	21	11
	Offer forbearance	0	11	7	3	0
	Taking responsibility	0	12	9	6	0
	offer of repair	8	0	0	0	18
Intensifiers	Within the IFID	7	14	13	4	10
	Externally to the IFID	0	0	0	0	0

Table 28 : Progress-test 2 results of the control group apologies

Table (28) indicates that the control group participants have succeeded in performing the speech act of apology since they completed almost all the situations by apologising to their teacher for misbehaving in the classroom. As a general overview, most participants of the control group used the standardised expression of apology (to be sorry) to articulate their regret, yet few of them opted for other types of IFID and particularly (excuse me) in situation one and (apologise) in some other situations. What should be noticed from their elicitation, however, is that the great majority of the participants used a potential strategy along with the IFID to express their apology, which can be considered as an effective remedial for the violated act.

Ostensibly interesting, as compared to their performance in the first progress test, the control group participants in this test have successfully incorporated the four potential strategies in delivering their apologies. First, stating the cause for (X), which was used by most participants as a remedial strategy, particularly in situation one and four, such as: "I'm really sorry Miss, I know I'm interrupting but I have to ask for an early leave because I have an appointment with my doctor". Moreover, the offer forbearance strategy was opted for by some participants, expressly in the

second situation as a promise to the addressee that (X) would not happen again, such as: “Sorry, I know it’s a mistake , it won’t happen again”. The strategy of taking responsibility for (X) was similarly adopted by some other students, especially in situation two and three, as an illustration: “Sorry, I got distracted a bit”. Regarding the offer of repair strategy, it was mainly used in the last situation as the violated act can be easily repaired, such as: “I’m so sorry I will order you one online”. “I’m so sorry, I’ll try my best to get you a new one”.

As to the use of the intensifier to support the apology, it was limited only to the integration of an intensifying expression within the IFID, such as: really sorry, very sorry, and I am so so sorry. This implies that the control group participants are not aware enough about how important it is to take concern for the addressee when making an apology. All things considered, it can be claimed that the control group students have learnt some apologising strategies, and this hints at their upgrading regarding the negotiation of meaning and the pragmalinguistic options, but their face protection is still believed to be the first priority in making an apology. This implies that they did not grasp the real sense of the apology as they did not pay attention to the sociopragmatic variations in performing the given speech act. They rather found it unnecessary to show a great deal of politeness. Illustrating from their own accounts, some students said: A/ “Honestly speaking I won’t come at all”. B/ “But I have the right to discuss”. C/ “I will deny and say yes I am following”. D/ “I will stay silent”.

		Apology 1	Apology 2	Apology 3	Apology 4	Apology 5
Selection of IFID	(be) sorry	19	24	26	27	26
	Apologise	2	5	5	3	2
	Regret	0	0	0	0	0
	Excuse	10	0	0	0	1
	Forgive	0	0	0	0	1
Potential Strategies	Cause	26	11	10	22	11
	Offer forbearance	0	14	10	6	0
	Taking responsibility	0	13	13	8	18
	offer of repair	10	0	0	0	0
Intensifiers	Within the IFID	12	16	13	10	10
	Externally to the IFID	0	0	0	0	0

Table 29 : Progress-test 2 results of the experimental group apologies

It seems obvious from table (29) that the experimental group participants have successfully performed the speech act of apology as they managed to incorporate all the types of the apologising strategies across the five situations that took place in the classroom setting. To begin with, the typical expression of apology (to be sorry) still remained the primal choice of the experimental group participants in delivering their apologies, while few students opted for the other types of IFID and mainly (excuse me) in situation one and (apologise) in some other situations. It is particularly apparent from their performance that the vast majority of the experimental group participants have succeeded to incorporate an IFID and a potential strategy in expressing their apology, which indicates that they have acquired multiple pragmalinguistic options.

Equally important, the experimental group students have displayed a considerable improvement regarding the integration of the four potential strategies in performing the given speech act across the five situations. First of all, similar to their matching-pairs in the control group, most participants leaned towards stating the cause for (X), as the main strategy, principally in situation one and four, which can be explained by the conditions of such sceneries, the causes for the violating acts must be known to bring the situation back. In doing so, participants wrote: “I apologise, I did not have time this week, I will do my best to bring it ASAP”. Some participants have also used the offer forbearance strategy as a promise that (X) would never take place, and this was

particularly related to situation two and three: “I’m sorry , it won’t happen again”. Other students, however, have chosen to take responsibility for the violating act in most of the situations in an attempt to protect the addressee’s face even at cost of their own face, such as: “So sorry, I was a bit lost”. In convergence with the control group performance, so many students from the experimental group used the offer of repair strategy and mainly in the the last situation ,which seems to be the most appropriate scenery to the given strategy. To illustrate from their accounts: “I’m so sorry, I really didn’t mean it, I will buy a new one for you”.

Regarding the use of the intensifier to strengthen the apology, it seems that there was a general preference for the use of an intensifying expression within the IFID, (really sorry, very sorry, andi do apologise), yet a trivial attempt was recorded externally to the IFID in takin concern for the addressee, suchas: “I’m very sorry, I’ll try to find a copy for you, I know how important this book is to you teacher”. this indicates that the participants from the experimental group started giving importance to the feeling of the addressee as opposed to their previous performance where their main interest in making an apology was to save their face. To sum-up, it can be understood that the experimental group students have acquired different ways of apologising, which designates their improvement in regards with meaning negotiation and the appropriation of pragmalinguisticsources.

4.2.4.2.3. Presentation and Analysis of the Second Progress Test Scores

Students	Progress-test 2 Control Group	Progress-test 2 Control Group request	Progress-test 2 Control Group apology	Progress-test 2 Experimental Group	Progress-test 2 Experimental Group request	Progress-test 2 Experimental Group apology
S 01	09.25	04.50	05.50	09.50	05.00	05.50
S 02	08.25	03.75	05.25	11.25	06.00	06.25
S 03	07.50	03.25	05.00	09.25	04.50	05.50
S 04	09.25	05.50	04.50	10.00	06.00	05.00
S 05	09.50	04.75	05.25	10.75	05.75	06.00
S 06	09.50	04.25	06.00	09.75	04.50	06.00
S 07	09.25	04.00	06.00	10.50	04.75	06.50
S 08	09.75	04.75	05.75	10.25	05.25	06.25
S 09	10.00	05.50	05.75	10.00	05.75	05.50
S 10	12.00	08.00	05.25	13.00	08.00	06.25
S 11	08.25	03.75	05.00	09.25	04.75	05.00
S 12	10.00	04.25	06.25	10.75	05.50	06.25
S 13	08.50	04.00	05.00	10.00	05.00	05.50
S 14	08.50	04.00	05.25	10.50	05.25	06.25
S 15	09.00	04.75	05.00	09.50	05.00	05.25
S 16	08.25	04.25	04.50	09.75	04.50	05.75
S 17	08.75	04.75	04.75	09.00	05.00	05.00
S 18	06.75	03.75	04.25	09.75	05.50	05.50
S 19	09.00	05.00	04.50	09.75	05.50	04.75
S 20	09.75	05.75	05.25	10.25	06.00	05.50
S 21	10.50	06.00	05.50	10.75	06.00	05.75
S 21	07.75	04.00	04.75	09.00	05.25	04.75
S 23	10.25	05.75	05.75	10.75	06.25	05.75
S 24	08.50	04.00	05.25	09.00	04.50	05.25
S 25	08.50	04.00	05.00	09.25	04.50	05.25
S 26	08.25	05.25	04.25	09.25	05.25	05.25
S 27	09.25	04.75	05.25	09.75	05.50	05.25
S 28	09.00	03.50	06.00	11.50	05.50	06.50
S 29	09.75	05.00	06.25	10.00	05.25	06.25
S 30	09.75	05.75	04.75	10.50	05.75	05.50
S 31	11.50	06.00	06.50	12.00	06.00	07.00
M	9.16	4.72	5.26	10.14	5.39	5.67

Table 30 : Comparison of the Progress-test 2 final scores between the control and the experimental group

It seems obvious in table (30) that the experimental group students have relatively obtained higher scores than the control group participants, and this can be referred to their performance of both requests and apologies in terms of pragmalinguistic ability, sociopragmatic sensitivity, politeness strategies use, and meaning negotiation. Firstly, students from both groups displayed a somewhat similar performance at the pragmalinguistic level as they acquired various pragmalinguistic options to communicate their intentions, and particularly in eliciting the speech

act of apology where they opted for the incorporation of the IFID and the four apologising strategies. Yet, regarding the sociopragmatic sensitivity, it seems that the experimental group students have taken into consideration the social variations as compared to their matching-pairs in the control group since they tried to reduce the degree of imposition in delivering their requests by providing options to the addressee, and give importance to the protection of the addressee's face even at cost of their own face in addressing their apologies. Concerning the performance of the control group participants, it was recorded that they cannot thoughtfully deliver requests and apologies by saving the addressee's face and getting their intentions accomplished all at once. Such aspect of pragmatic competence will be revisited in the last stage, and thus verified in the students' performance in the post-test.

4.2.5 Presentation and analysis of post test results

In order to measure the effectiveness of integrating the DA approach in the development of third year EFL students' pragmatic competence, a post-test was administered to both the experimental and the control groups right after the treatment. That is, the pre-post-test results were analysed to evaluate the DA instruction efficiency as compared to the none-DA one in improving students' performance on pragmatic tasks. Similar to the pre-test, the post-test was administered under the same conditions. As previously seen, the pre-post-tests were adapted from the same WDCT which helped us selecting rather similar situations for both tests in terms of social variables.

4.2.5.1 Reading and Description of requests realisation

			With a teacher	With a trainee	With a colleague	With a neighbor	With a friend
Alerter used	Address Terms		20	9	9	7	7
	attention getter		2	7	11	7	3
	Both		8	6	4	9	7
	No alter		1	9	7	8	14
head act	Direct strategies	Mood derivable	0	0	0	0	0
		Explicit performatives	0	0	0	0	0
		hedged performatives	4	0	0	0	0
		obligation statement	0	0	0	0	0
		Want statement	3	6	6	6	3
	Conventionally indirect strategies	Suggestory formulae	4	2	2	2	2
		Query preparatory	17	23	23	23	26
	Conventionally indirect strategies	Strong hints	3	0	0	0	0
		Mild hints	0	0	0	0	0
	Supporting moves		Checking Availability	0	2	2	2
Getting precommitment ^a			3	3	2	4	4
Grounder			17	20	20	18	21
Sweetner			3	0	1	0	0
Disarmer			0	0	0	1	1
Cost Minimiser			0	0	0	0	0

Table 31 : Post-test results of the control group requests

			With a teacher	With a trainee	With a colleague	With a neighbor	With a friend
Alerter used	Address Terms		10	11	13	12	11
	attention getter		7	8	10	10	6
	Both		11	11	8	9	13
	No alter		3	1	0	0	1
head act	Direct strategies	Mood derivable	0	0	0	0	0
		Explicit performatives	0	0	0	0	0
		hedged performatives	0	0	0	0	0
		obligation statement	0	0	0	0	0
		Want statement	5	4	3	3	2
	Conventionally indirect strategies	Suggestory formulae	5	5	7	7	7
		Query preparatory	20	21	16	14	19
	Conventionally indirect strategies	Strong hints	1	1	5	6	
		Mild hints	0	0	0	1	4
Supporting moves		Checking Availability	0	2	8	8	0
		Getting precommitment ^a	8	14	16	13	10
		Grounder	24	26	18	22	23
		Sweetner	2	5	8	9	5
		Disarmer	1	4	8	10	5
		Cost Minimiser	0	2	0	0	1

Table 32 : Post-test results of the experimental group requests

The First Situation in the post-test (with the teacher) : “As a university student. You need to get a book from the library to finish your assignment on time. The library is closed and there is only one person you know who has the book you need, one of your lecturers. On the way to his/her office you meet him/her in the hallway. What would you say?” was expressed with a general preference for the use of the term of address (20) as the main alerter in the control group performance, yet some of them (8) have integrated both the address term and the attention getter to alert their addressees. The experimental group performance, however was described with a fairly balanced use of both the solo alerter, the address term or the attention getter (10/7), and the combined one (11),e.g. (hello teacher, excuse me Sir, and sorry madam).

Concerning the core head act, most students in both groups opted for the conventionally indirect query preparatory (17/20), e.g. “Would you please give me your book, because I need it to finish my assignment and I will return it today”, while few others adopted the want statement(3/5), the hedged performative(4/5), and the strong hint (3/1) requesting strategies, such as:A/ “sory Sir, I am bothering, but I really need your book, you know the library is closed and it is urgent”.B/ “excuse madam, I would like to ask for your book, I need it for an assignment , I promise, I’ll bring it tomorrow”. C/ “hello madam, I went to the library, but it was closed. I was looking for the book of grammar in use, I really need it to do my assignment”.

As to the supporting moves, most students from both groups opted for the grounders (17/24) as the main adjunct to their requests, e.g. “...since I badly need it and I found the library closed”, while few others, particularly in the experimental group, have combined the grounders and other supporting moves, such as the precommitment (8) to make sure their requests would be accomplished:” hello Sir, guss what, I was looking for you, I hope the book is with you now I really need it, would you please lend it to me”.

In comparison with their performance in the pre-test, it can be claimed that both groups have improved in their way of delivering a request, yet the experimental group students have slightly exceeded the control group participants by granting much importance to the social variables including: the distance, the relative power, and the degree of imposition. Have integrated more politeness markers, like the combined alerters to show respect to the addressee’s face, and they have given more options including the query preparatory strategy to minimise the degree of imposition .

The Second Situation in the post-test (with a trainee at work): “Suppose you are a secretary of a company for some time now. You go to the desk of a new trainee and ask him to answer the telephone while you leave for a few minutes to attend to another urgent matter. What would you say to him/her?” was characterised with the use of all types of alerters in both groups, the address term (9/11), the attention getter (7/8), and the combined one (6/11),e.g. (good morning, hi bro, and how are you today?). yet, it was noticed in the control group performance that almost the third of

the participants (9) delivered their requests without preparing the the addressee for their demand, which can be referred to the lack of politeness signs.

Similarly important, the head act was articulated in both groups with a general preference for the query preparatory (23/21), e.g. “Excuse me, I have an emergency, could you answer the phone, I’ll be right back”. Whereas, few other students used the want statement(6/4) and the suggestory formular (2/5) as the main strategies to express their requests: A/ “Please, I need you to answer the phone until I come back, I won’t be late”. B/ “Good morning, what if you answer the phone Calles instead of me, is it possible”

The supporting moves were characterised by the extensive use of the grounders in the performance of both groups (23/26), e.g. “Actually I have an emergency and I have to go out for few minutes, would you please take my place and answer the calls”. What is conspicuous about their performance, particularly in the experimental group, is that they have integrated multiple adjuncts with the grounders to get their requests accepted. To illustrate from students’ answers: the precommitment (14) “Good morning, please, do not say no, I want you to answer the calls instead of me if you can, I have to leave now”. The sweetener (5), “would you please take my place and answer the calls, I will be very pleased for your help”. The disarmer (4), “Excuse me, I know it sound’s strange but I have to leave for 30 minutes, could you please handle the phone calls for me ?”

All things considered, it seems clear that the performance of both groups has improved as contrasted to pre-test evocation since they incorporated various types of alerters and adjuncts in delivering their requests. The experimental group performance, however, seemed to be rather effective as compared to that of the control group as it was particularly described with the extensive use of the politeness markers to protect the addressee’s positive face, and the multiple options to avoid impeding his/her actions, and this reflects the nature of the given situation, occurring between two complete strangers.

The Third Situation in the post-test (at work with a colleague): “Suppose you have been put in charge of a project at work. You go to the desk of a colleague and ask him to type a few letters for you. What do you say to him/her?” similar to the previous situation, the alerter in delivering the given request was used with its all types in both groups, the address term (9/13), the attention getter (11/10), and the combined one (/4/8), e.g. (morning bro, hi Sam, and Please mate). yet, some participants (7) from the control group still find it unnecessary to start their requests with an alerter to get the addressee’s attention.

As far as the head act is concerned, the control group students have largely used the query preparatory (23) in delivering their request, e.g. “Hey, would you help me typing these letters please” while few other students used the want statement(6). The experimental group students, however, have used different head act strategies including: the query preparatory (16), the strong hint (4), the want statement (3), and the suggestory formular (7) in performing the request. to illustrate from students’ accounts: A/ “I think, I can never type these letters by my own , it is impossible”. B/ “Mimi please, I need your help with these letters”. C/ “ morning bro, I would like you to help me in typing, I really don’t have time, please say yes”.

Regarding the integration of the adjuncts, the grounder was predominantly used in the control group (20), e.g. “ I have no time for that”. Similar to the previous situation, the experimental group participants have successfully incorporated multiple supporting moves in performing their requests. To illustrate from students’ answers: the grounder (18), the precommitment (16) checking availability (8), The sweetener (9), The disarmer (8): A/ “Hi, you look good today, listen can you type few letters for me please,I don’t have time for all of that ”. B/ “Morning Sophie, do you have sometime? I’m in charge of a very important work and if you are to help me that would be awesome and you are to be a part of my success. Do me a favour and type these letters for me please”.

On the whole, the negotiation request, occurring between two colleagues of the same power in a business setting was successfully performed in both groups since they managed to integrate several mitigating strategies in delivering their requests. The experimental group participants,

however, followed a rather flexible pattern in the delivery of such request, various politeness markers, different mitigating strategies, and multiple options for the addressee, and this reflects their ability to reasonably make a balance between communicating their intentions and displaying concern for the face of the addressee (Brown & Levinson, 1987).

The Fourth Situation in the post-test (with a new neighbour): the scenario of request recites: “Suppose you do not have a car. You ask a neighbour whom you do not know very well to help you move some things out of your apartment with his/her car. You do not have anyone else to ask since everyone you know. appears to be on holiday and you have no money either to hire someone who can help or to arrange transport. You see your neighbour in the lobby and go to ask him/her for help. What would you say to him/her?” as previously seen, students in both groups have articulated their requests using the alerter with its all types, the address term (7/12), the attention getter (7/), and the combined one (/9/9),e.g. (Excuse me neighbour, hello there, and sorry Sir). Some participants (7) from the control group still consider preparing the hearer for the request using the terms of endearments and the attention getters, as pointless, they rather directly presented their demands.

Similar to the previous situation, there was a general preference for the query preparatory as the core requesting strategy in the performance of the control group students (23), e.g. “Could you help me get some things out of my house with your car please” whereas few participants opted for the direct requesting strategy, the want statement(6). The experimental group performance was conversely characterised with the use of different types of the core strategies: the query preparatory (14), the strong hint (5), the want statement (2), and the suggestory formular (7) and this implies that they have acquired multiple pragmalinguistic options which help them communicate their requests depending on the given sociopragmatic norms.

In the performance of the control group participants, the grounder was set to be the main adjunct to the head act(18), yet the experimental group participants have copiously integrated multiple types of adjuncts in the formulation of their requests, such as: the grounder (22), the

precommitment (13) checking availability (8), The disclaimer (10). Illustrating from their answers: A/ “I have no other way to say this neighbour, your car is going to be busy today, I really need it to move some things out of the house, I wish you do me this favour”. B/ “Excuse me neighbour, I know this would sound strange but I wish you help me, could we use your car to move something out of my house, if you are not using it right now, I would appreciate your help”. C/ “Morning neighbour, can I ask you for a favour? I want to use your car to move somethings out of my house, and I will be very thankful for that”.

All in all, such favour asking request was completed with a rather polite way in both groups as it occurred between two extremely complete strangers. The control group students, however, maintained using the same standardised requesting pattern, the query preparatory and the grounder, which can be explained by the limited pragmalinguistic options in communicating the given speech act. The experimental group participants, on the other hand, adopted a comprehensive requesting pattern involving different types of head acts and adjuncts, which can be referred to their updated repertoire of the request accomplishment.

The Fifth Situation in the post-test (with a friend as well), the scenario of request is expressed as: “You have received a lot of house bills which are due for payment. You do not have any money. You cannot ask your friends for money because you had already asked them for another purpose. You desperately need to pay these bills otherwise you will not have any electricity, gas or telephone service. You go to one of your friends and ask him/her for the money. What would you say to him/her?” to begin with, the use of an alerter to prepare the addressee for the request seemed to take an important part of the requesting habits of most students in both groups. In doing so, they tended to use either the solo or the combined one, the address term (7/11), the attention getter (3/6), and the combined one (/7/13), e.g. (hello honey, dear Smi, and my beloved friend). Other students, particularly in the control group (14), seemed to consider the use of an alerter in formulating a request as pointless, which can be explained by the nature of the scenery, occurring between two close friends.

In convergence with the previous situations, the majority of the control group participants (26) upheld depending on the query preparatory strategy in completing their. The experimental group students, however, displayed a rather variant use of the core strategies in performing their requests: the query preparatory (19), the strong hint (6), and the suggestory formular (7), which reflect their improvement at the pragmalinguistic and sociopragmatic levels.

As to the integration of an adjunct in completing the request, it was described with the extensive use of the grounders (21) along with few precommitments (4) in control group, and the variant use of the supporting moves types in the experimental group, such as: the grounder (23), the precommitment (10), The disarmer (5), and the sweetener (5). Illustrating from their own accounts: A/ “dearest, I’m going to ask you for another favour, I know this is weird, can you lend me some money to pay my house bells , I promise you this is the last time”. B/ “you know when bad times come, only real friends help, I need some money to pay for the bills and as usual you will get it back in a week, you know me”. C/ “Guess what bro, I’m in a very hard situation, I really need your help, if you can borrow me some money to pay for the bills I would be so grateful”. D/ “Brother, I need money again and no one except you will help me, I’m desperate please don’t say no”.

It was conspicuous in completing such favour asking request, occurring between two friends of the same power and no social distance, that students in both groups have succeeded in using different strategies to minimise the degree of imposition on the addressee. In performing such scenery, though with a close friend, participants, particularly in the experimental group, made an effort to get their request accepted by means of different mitigating strategies, and take into consideration the addressee’s face, which is in the view of brown and Levinson(1987), the speaker’s ability to make a balance between rationality and face-saving.

4.2.5.2 Reading and Description of apologies realisation

		With work manager	With the new trainee	With a colleague	With a bus passenger	With a friend
	(be) sorry	24	23	19	22	22
	Apologise	6	4	6	6	7

Selection of IFID	Regret	0	0	0	0	0
	Excuse	0	0	0	0	0
	Forgive	1	0	0	0	2
Potential Strategies	Cause	21	22	7	4	21
	Offer forbearance	0	0	0	0	6
	Taking responsibility	13	8	29	19	14
	offer of repair	6	3	7	19	1
Intensifiers	Within the IFID	8	9	9	12	5
	Externally to the IFID	0	0	0	2	0

Table 33 : Post-test results of the control group apologies

		With work manager	With the new trainee	With a colleague	With a bus passenger	With a friend
Selection of IFID	(be) sorry	22	22	23	23	22
	Apologise	8	8	8	8	7
	Regret	0	0	0	0	0
	Excuse	0	0	0	0	0
	Forgive	0	0	0	0	2
Potential Strategies	Cause	23	22	0	4	21
	Offer forbearance	0	2	0	0	6
	Taking responsibility	10	11	22	19	14
	offer of repair	12	11	9	17	1
Intensifiers	Within the IFID	19	15	6	17	7
	Externally to the IFID	0	4	9	5	6

Table 34 : Post-test results of the experimental group apologies

The first apology situation in the post test: “As You have borrowed the book from your lecturer which you have promised to return today. When meeting your lecturer in the hallway you realise that you forgot to bring it along. What would you say to him/her?” it was mainly realised with (to be sorry, 24/22) and (apologise, 6/8) as the IFID in both groups, yet no other type of the IFID was recorded.

Regarding the use of the potential strategies in performing the apology, students in both groups have opted for stating the cause of the act (21/23), taking responsibility (13/10), and offer of repair (6/12) e.g. A/ “OMG , it’s you, sorry I’m really sorry, I forgot to bring your book as I promised, I will bring it right now I know you need it, I’ll be right back”. B/ “I’m deeply sorry for

saying this, but honestly I forgot to bring the book, is it okay to bring it tomorrow? C/ “Ohhhh, when I saw you I remembered that I didn’t bring your book with me, I’m so sorry for that, I was in a rash”. Concerning the integration of the intensifiers in the formulation of the apology, (4) students from the control group and (19) from the experimental one chose to strengthen their apologies relying on some intensifying expressions internally to the IFID, yet no intensifier was recorded externally to the IFID

On the whole, it can be claimed that the participants from both groups have formulated a rather strong apology as they succeeded to integrate both the IFID and the potential strategies including the cause for (X), taking responsibility, and offer of repair. This indicates that they have developed their understanding of the sociopragmatic variation by using different pragmalinguistic options. Furthermore, the majority of participants, particularly in the experimental group put much effort to bring the situation back by displaying much interest to the addressee’s face (Brown & Levinson, 1987).

The second apology situation in the post-test: ” After attending to the urgent matter you return and realise that you had been gone for more than an hour and a half later. What would you say to him/her?” In completing this situation, students from both groups used (to be sorry, 23/22) or (apologise, 4/8) as the main IFID nonetheless we did not notice any other type of the IFID. Adding to that, the use of the potential strategies in the delivery of the apology in both groups was defined by incorporating different apologising strategies including: stating the cause of the act (22/22), taking responsibility (8/11), and offer of repair (3/11). What is conspicuous about their performance in this concern, however, particularly in the experimental group is that the IFID along with more than one potential strategy were integrated altogether in just one apologising utterance, which was far from realisation in the pre-test.

For the inclusion of the intensifiers in the formulation of the apology, (9) students from the control group and (15) from the experimental one decided to support their apologies by means of integrating some intensifying expressions within the IFID, and only (4) students from the

experimental opted for intensifying expressions externally to the IFID. As an illustration from students performance: A/ “Thanks for helping, and I’m so sorry for taking more of your time, my emergency had taken me more than I expected, anything I could do ?” B/ “Oh Hi, I’m so sorry for being late, I was obliged, please don’t be mad with me”. C/ “Hi, I appreciate your help but I really couldn’t come back earlier, I’m sorry”.

In light of their performance, it can be proclaimed that participants from both groups have developed a deep understanding of the core meaning of apologising because opposed to their performance in the pre-test, they started paying more attention to the addressee’s face by performing a rather strong apology, integrating the IFID, the potential strategies and the intensifiers. In doing so, they tended to depend on different pragmalinguistic options in response to the sociopragmatic variations. Moreover, most students, particularly in the experimental group put much effort to restore the situation even at cost of their face loss (Brown & Levinson, 1987).

The third apology situation in the post-test: “Your colleague comes to your office with the typed letters you asked him/her to type. When he/she gives them to you, you realise you have given him/her the wrong letters. What do you say to him/her?” Students in both groups have accomplished the given scenery using (to be sorry, 19/23) or (apologise, 6/8) as the main IFID. However, no attempt to use any other type of the IFIDs was recorded, which can be explained with the stereotypic conceptions of both expressions, to be sorry and apologise, in communicating the given speech act. More importantly, the delivery of apology in both groups was described with the integration of the potential strategies, involving : taking responsibility (29/22) and offer of repair (7/9). What can be noticed from their performance is that the experimental group participants have abstained from stating the cause of (X), which implies that they consider taking full responsibility of their own act to bring the situation back even at cost of their own face loss. Furthermore, some students from the control group have completed the given scenario without the inclusion of the IFID, which can possibly be explained by their attempt to indirectly express their regret without losing their own face.

In an attempt to strengthen their apologies, (9) students from the control group and (6) from the experimental one opted for the inclusion of some intensifiers within the IFID, and (9) students from the experimental group decided to show concern for the hearer by including some intensifying expression externally to the IFID. Illustrating from students own performance: A/ “Thanks for helping and I’m so sorry ,I think I got mistaken, I will call you later”. B/ “Oh, I deeply apologise ,I have made a mistake, I guess I gave you the wrong ones, I will handle that. C/ “Guess what, I don’t know how but I gave you the wrong ones, so sorry for thati wasted . your time for nothing, I’ll make up for it”.Such apologising scenery, occurring between two colleagues of the same power, was successfully accomplished by the majority of students in both groups since they granted much importance to the fact of assuming their own responsibility at the expanse of stating the cause of the violating act. Students’ performance of the given speech act, mainly in the experimental group, indicates that they had a considerable concern for the addressee’s face (Blum-Kulka & Olshtain, 1984).

The fourth apology situation in the post-test: “ Your neighbour has agreed to help you move some things out of your apartment with his/her car. Once in his/her car you notice how clean and spotless the car is. While turning round a bend a bottle of oil which was amongst your belongings falls onto the back seat and its contents are spilt all over the seat. You both notice it. What would you say to him/her?” similar to the previous situation, students in both groups have expressed their apologies depending on the standardised types of IFID, (to be sorry, 22/23) or (apologise, 6/8). Seemingly interesting, the completion of the given scenery in both groups was characterised with a general preference for the two potential strategies: taking responsibility (19/19) and offer of repair (19/17), and this once more can be explained with reference to their substantial attempt to restore the violating act even at cost of losing their own face.

For the sake of intensifying their apologies, (12) students from the control group and (17) from the experimental one depended on integrating some intensifiers within the IFID, while (5) students from the experimental group opted for displaying interest about the addressee’s face using

some intensifying expression externally to the IFID. Illustrating from their own answers: A/ “Odds are always against me you know ! So sorry mate, I’ll clean that myself, no worries”. B/ “I’m so sorry for this terrifying incidence, that’s offal but make sure everything will be ok”. C/ “Oh, that’s unexpected, I think my wife didn’t check it well, I’m so sorry for that bro, I’ll make sure it will be as clean as it was, please don’t be mad”. Based on the previous discussion, it can be asserted that the majority of participants in both groups have successfully completed the given apologising scenery since they took into consideration the seriousness of the violating act and the social distance, two complete strangers, in their attempt to bring the situation back (Blum-Kulka & Olshtain, 1984).

The fifth apology situation in the post-test: “Your friend has lent you some money that would enable you to settle your bills. You had promised to return the money in a week. After three weeks, you go to him/her to return the money. What would you say to him/her?” it was principally accomplished with (to be sorry, 22/21) and (apologise, 7/8) as the IFID in both groups. As to the integration of the potential strategies in delivering the apology, students of both groups have opted for stating the cause of the act (21/23), taking responsibility (13/14), and offer forbearance (6/8) e.g. A/ “My dear, thank you so much, my mother was sick and I stayed with her for a couple of weeks in the countryside, so sorry for the delay and if you need anything just ask”. B/ “I couldn’t get the money in time, I know I made you wait for so long, I’m really sorry it would never happen again”. C/ “Here’s your money bro, thanks for your help and so sorry for the delay”.

In an attempt to formulate a rather strong apology, few students from both groups (5/7) used some intensifying expressions internally to the IFID, and only (5) students from the experimental group deployed some intensifying expressions externally to the IFID. Such apologising scenery was realised with a minimum effort to bring the situation back as compared to the previous situations since the caused act seemed to be less harmful to a close friend.

4.2.5.3 Presentation and Analysis of the Post-test Scores

Students	Post-test Control Group	Post-test Control Group Request	Post-test Control Group Apology	Post-test Experimental Group	Post-test experimental Group Request	Post-test experimental Group Apology
S 01	10.00	04.50	05.50	13.25	06.75	06.50
S 02	10.25	04.50	05.75	13.50	06.50	07.00
S 03	10.75	04.75	06.00	12.75	06.25	06.50
S 04	09.50	04.50	05.00	13.25	07.50	05.75
S 05	10.00	04.50	05.50	12.75	05.50	07.25
S 06	09.75	04.25	05.50	13.25	06.75	06.50
S 07	11.00	04.50	06.50	12.00	05.50	06.50
S 08	10.25	04.25	06.00	11.75	06.25	05.50
S 09	09.25	04.25	05.00	11.50	04.75	06.75
S 10	11.25	05.00	06.25	12.75	07.50	05.25
S 11	11.75	05.25	06.50	14.00	05.50	08.50
S 12	10.50	04.50	06.00	13.25	06.00	07.25
S 13	10.25	04.75	05.50	11.25	05.75	05.50
S 14	11.75	05.25	06.50	12.00	07.00	05.00
S 15	09.50	04.00	05.50	12.00	05.25	06.75
S 16	09.50	04.00	05.50	12.75	06.50	06.25
S 17	08.75	03.25	05.50	11.75	05.75	06.00
S 18	09.75	04.25	05.50	14.25	07.25	07.00
S 19	12.25	05.75	06.50	12.75	06.00	06.75
S 20	09.75	04.50	05.25	10.75	05.00	05.75
S 21	11.50	05.00	06.50	13.25	06.00	07.25
S 21	10.75	05.25	05.50	14.25	07.25	07.00
S 23	09.25	03.50	05.75	11.75	05.00	06.75
S 24	11.25	04.50	06.75	13.75	05.75	08.00
S 25	09.00	04.00	05.00	12.75	06.50	06.25
S 26	11.50	05.25	06.25	11.75	06.25	05.50
S 27	09.25	04.00	05.25	10.50	04.75	05.75
S 28	10.25	05.00	05.25	12.25	07.00	05.25
S 29	11.00	03.75	07.25	13.00	05.50	07.50
S 30	10.50	04.75	05.75	13.25	05.50	07.75
S 31	11.00	04.75	06.25	13.25	07.00	06.25
M	10.35	4.52	5.83	12.62	6.12	6.5

Table 35 : Comparison of the post-test final scores between the control and the experimental group

participants' post-test scores are displayed in the following table.

Table (35) clearly demonstrates that the experimental group students outperformed the control group participants in completing the WDCT provided in the post-test. Moreover, following Brown and Levinson's (1987) politeness strategies model, the majority of students, particularly in the experimental group, paid a great deal of attention to the social variables in performing both

requests and apologies. In eliciting some situations, however, some students, mainly in the control group, still find it difficult to make the balance between communicating their goals, requesting and apologising, and protecting the addressee's face, using the possible relevant mitigating strategies. Based on this analysis, it seems obvious that after the integration of the DA approach in the oral courses, the experimental group outperformed the control group. The difference in mean scores for both groups, in the pre-test and post-test is displayed in the following table.

4.2.5.4 Statistical Analysis of the Post-test Scores

The comparison between the Control Group and the Experimental Group performance in the Post-test was meant to reveal whether the difference between both groups performance is significant. The table below displays the scores obtained by the subjects of both groups in the post-test, the control group (left) and the experimental group (right).

Students	Control Posttest	Group Experimental Posttest
Student 01	10.00	13.25
Student 02	10.25	13.50
Student 03	10.75	12.75
Student 04	09.50	13.25
Student 05	10.00	12.75
Student 06	09.75	13.25
Student 07	11.00	12.00
Student 08	10.25	11.75
Student 09	09.25	11.50
Student 10	11.25	12.75
Student 11	11.75	14.00
Student 12	10.50	13.25
Student 13	10.25	11.25
Student 14	11.75	12.00
Student 15	09.50	12.00
Student 16	09.50	12.75
Student 17	08.75	11.75
Student 18	09.75	14.25
Student 19	12.25	12.75
Student 20	09.75	10.75
Student 21	11.50	13.25
Student 21	10.75	14.25
Student 23	09.25	11.75
Student 24	11.25	13.75
Student 25	09.00	12.75
Student 26	11.50	11.75
Student 27	09.25	10.50
Student 28	10.25	12.25
Student 29	11.00	13.00
Student 30	10.50	13.25
Student 31	11.00	13.25
<i>descriptive statistics</i>		
	$N_c = 31$	$N_e = 31$
	$df = 30$	$df = 30$
	$M_c = 10.35$	$M_e = 12.62$
	$S_c^2 = 0.83$	$S_e^2 = 0.92$
	$S_c = 0.91$	$S_e = 0.95$

Table 36: Comparison of the Post-test final scores between the control and the experimental group

The Shapiro-Wilk Test confirmed the normality of data distribution : $W(60) = 0.96, p = 0.085$.

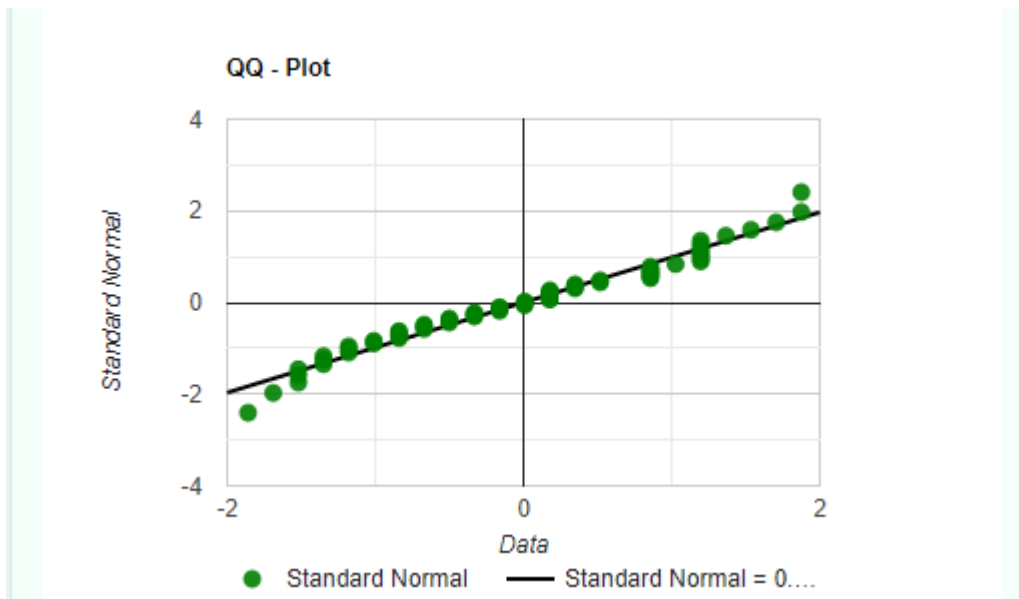


Figure 2: Second Shapiro test

As the data is normally distributed, the appropriate statistical test to be used to identify whether the difference between the means of the control group and the experimental group in the post-test is significant or not is the *T test for two independent means*. ($t = (M_1 - M_2) / \sqrt{(s^2_{M1} + s^2_{M2})}$).

The result obtained from the T test has shown that the difference that exists between the means of the post-test of the control group and the experimental group is significant at $p = 0.05$: **T (60) = 9.52, $p = 0.00001$** .

4.2.3 Control Group Pre-test vs. Control Group Post-test

The comparison between the pre-test and the post-test performance of the control group is meant to determine if the traditional method through which the control group was taught had any effect on students' pragmatic competence. The table below displays the scores obtained by the control group subjects in the pre-test (left) and the post-test (right).

Students	Control (Pretest)	Group	Control (Posttest)	Group
Student 01	09.50		10.00	
Student 02	05.50		10.25	
Student 03	06.00		10.75	
Student 04	08.00		09.50	
Student 05	07.00		10.00	
Student 06	10.50		09.75	
Student 07	07.00		11.00	
Student 08	07.50		10.25	
Student 09	06.25		09.25	
Student 10	05.00		11.25	
Student 11	05.50		11.75	
Student 12	06.75		10.50	
Student 13	09.25		10.25	
Student 14	08.25		11.75	
Student 15	06.50		09.50	
Student 16	06.25		09.50	
Student 17	07.25		08.75	
Student 18	08.00		09.75	
Student 19	07.50		12.25	
Student 20	08.50		09.75	
Student 21	07.50		11.50	
Student 21	04.50		10.75	
Student 23	03.25		09.25	
Student 24	07.75		11.25	
Student 25	06.75		09.00	
Student 26	07.25		11.50	
Student 27	09.25		09.25	
Student 28	08.00		10.25	
Student 29	05.25		11.00	
Student 30	09.25		10.50	
Student 31	08.25		11.00	
descriptive statistics				
	$N_c = 31$			
	$df = 30$			
	$Mc=3.16$			
	$S_c^2=0.12$			
	$S_c=0.34$			

Table 37: Comparison of the Control Group Pre-test and Post-test Final Scores

The Shapiro-Wilk Test was also applied to check if the Control Group data obtained in both the pre-test and post-test are normally distributed. The Test results ($W(60) = 0.96$, $p = 0.74$) indicated that they are normally distributed which calls for the use of the T test.

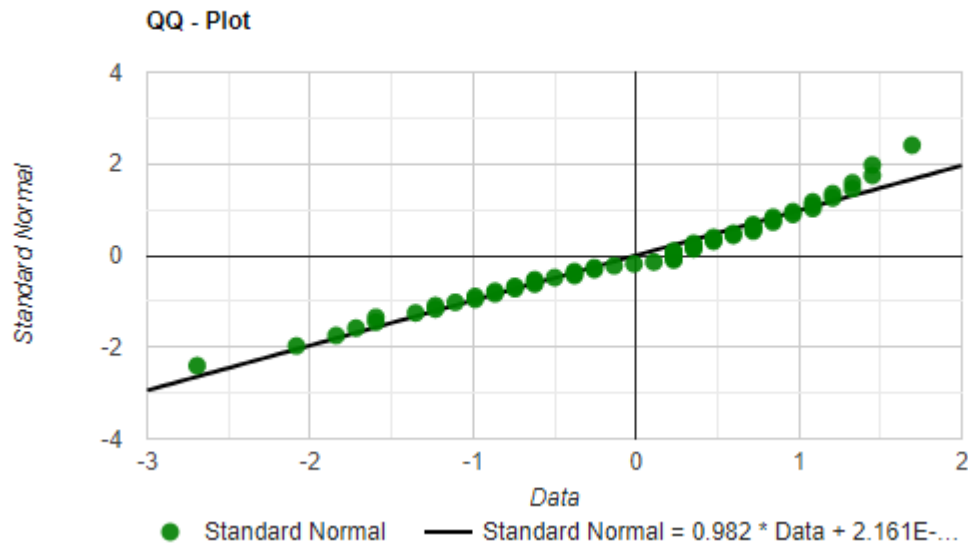


Figure 3.: Thuird Shqpiro test

As we are comparing the performance within the same group, the Control Group, we used the T test for two dependent means.

The T test result has shown that the difference between the means of the pretest and posttest of the Control Group is significant at $p = 0.05$: $T(30) = 9.273767, p = 0.00001$.

4.2.4 Experimental Group Pretest vs. Experimental Group Posttest

Comparing the Experimental Group Posttest results to the the Pretest results was meant to determine how effective the DA intervention was in improving the subjects pragmatic competence. The table below displays the scores obtained by the subjects of the Experimental Group in the pretest (left) and the posttest (right).

Students	Pre-test Experimental Group	Post-test Experimental Group
Student 01	08.00	13.25
Student 02	06.50	13.50
Student 03	06.50	12.75
Student 04	09.50	13.25
Student 05	07.00	12.75
Student 06	09.50	13.25
Student 07	08.25	12.00
Student 08	06.50	11.75
Student 09	04.50	11.50
Student 10	06.50	12.75
Student 11	07.25	14.00
Student 12	07.25	13.25
Student 13	06.00	11.25
Student 14	09.25	12.00
Student 15	05.75	12.00
Student 16	07.75	12.75
Student 17	07.00	11.75
Student 18	07.75	14.25
Student 19	09.25	12.75
Student 20	07.00	10.75
Student 21	07.00	13.25
Student 21	05.50	14.25
Student 23	03.50	11.75
Student 24	06.50	13.75
Student 25	08.00	12.75
Student 26	09.00	11.75
Student 27	07.75	10.50
Student 28	08.00	12.25
Student 29	06.00	13.00
Student 30	06.75	13.25
Student 31	07.00	13.25
<i>descriptive statistics</i>		
	$N_e = 31$	
	$df = 30$	
	Mean difference =6.34	
	Standard Deviation (W): 51.03	
	$S_e = 7.14$	

Table 38: Comparison of the Experimental Group pre-test and post-test final scores

Again, the Shapiro-Wilk Test was implemented to determine the normality of data distribution and thus to decide on which statistical test to use. The Shapiro-Wilk Test has shown that the data obtained is not normally distributed: $W(30) = 0.91$, $p = 0.0003$ which calls for the use of the non

parametrical alternative test of the matched pairs dependent sample, the Wilcoxon Signed-Ranks Test.

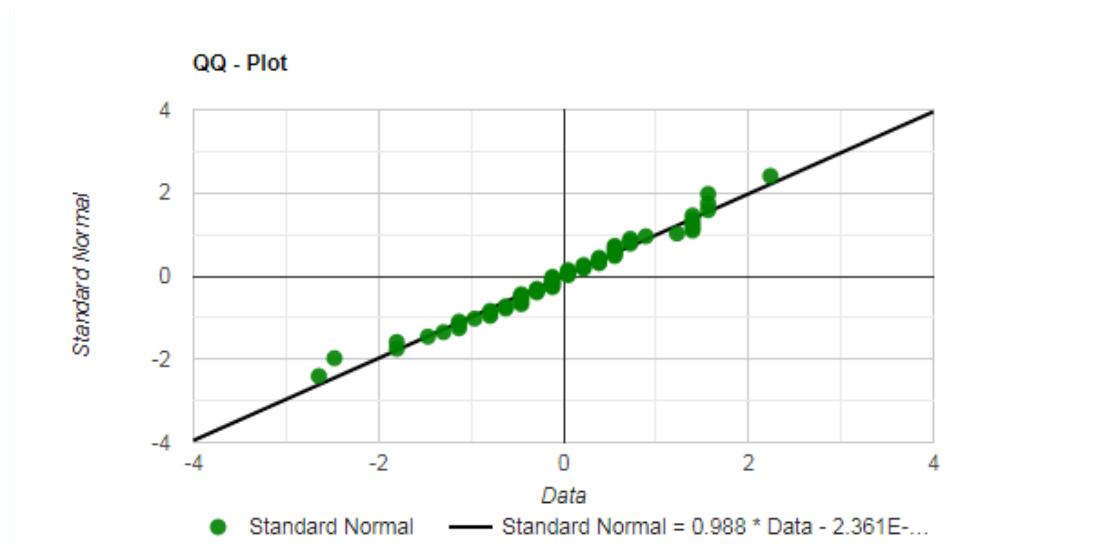


Figure 4: Fourth Shqpiro test

The result obtained from the Wilcoxon Signed-Ranks Test has shown that the difference that exists between the means of the pretest and the posttest of the experimental group is significant at $p = 0.05$: $Z(30) = 4.8599, p = 0.00001$.

4.2.6. Discussion and Interpretation of the Experimental Study Results

The main aim of this piece of research was to practically and evidently test the effectiveness of implementing the dynamic assessment techniques and procedures as an explicit instructional pragmatics methodology, which has long been limited to teach the language learning skills, in assisting EFL student's pragmatic competence development. This assumption is based on the premise that the main rudiments towards a better level of pragmatic competence are pragmalinguistic ability and sociopragmatic sensitivity that constitute the sociocultural sources relied on in the dynamic assessment based instruction. As such, the sociocultural means can be used in mediating the learners' appropriation of the target language pragmatic concepts, and thus they would be able to communicate properly and effectively.

On the whole, the current investigation was set to reveal to what extent the DA-based instructional procedures can exceed the implicit instructional pragmatics methodologies given the impact of using pragmlinguistic and sociopragmatic means in boosting EFL students' pragmatic competence.

Depending on the qualitative and quantitative scrutiny of students' answers in the pre-test and the post-test by means of both the interlanguage pragmatic competence rating scale and the requests and apologies realisation coding scheme, it seems obvious that the performance of students from both groups have improved. First and foremost, at the pragmlinguistic level, students from both groups exhibited a rather comparable performance since they developed several pragmlinguistic options to express their intentions, and mainly in realising the speech act of apology, in which they succeeded in integrating the IFID, the potential strategies, and the intensifiers.

more importantly, the sociopragmatic factors were taken into consideration in the performance of both groups for they made an effort to minimise the degree of imposition in delivering their requests by providing options to the addressee, and display concern for the hearer in addressing their apologies. The control group participants, however, still find it difficult to thoughtfully communicate their intentions by reasoning between the ends and the means, particularly in delivering the speech act of apology. At last, it can be clinched that students' performance in terms of apology realisation was rather successful as juxtaposed to the realisation of the speech act of request, which can possibly be explained by the cross-cultural variations ascribed to that particular speech event. In view of that, it can be proclaimed that after the integration of the DA-based instruction procedures in the oral courses, the experimental group outperformed the control group in the realisation of the speech acts of requests and apologies, and this can be explained by their effective elicitation of both speech acts in terms of pragmlinguistic ability, sociopragmatic sensitivity, politeness strategies use, and meaning negotiation.

4.2.7. Summary of the Experimental Study Results

The Pre-test Results: As a general overview, no significant difference can be noticed between the performance of both groups in completing the first discourse completion test. What is noticeable about their performance, however, is that both groups exhibit a rather critical level in pragmatic competence, displaying a major problem in realising both speech acts at the pragmalinguistic and the sociopragmatic levels as they maintained using the same typical expressions across all the situations with a very scarce use of the politeness markers and a difficulty in negotiating the meaning as some situations were left uncompleted, notwithstanding their deficiency in vocabulary and grammar.

Statistical Analysis of the Pre-test Scores: Though it seems obvious that the pre-test scores of both groups are too close, the implementation of Independent Sample T-Test has shown that the difference between the means of the pre-tests of the control group and the experimental group is not significant at $p = 0.05$: $T(60) = 0.0848$, $p = 0.466$. It can be statistically claimed that, prior to the treatment, both control and experimental groups displayed the same level of performance in pragmatic competence task. In view of that, any possible change in students' performance on the pragmatic tasks after intervention can be attributed to the integration of the DA approach in oral courses as an independent variable.

The Treatment Phase: For the enrichment program, we designed an oral communication syllabus based on the dynamic assessment approach, which is grounded in the sociocultural theory. the enrichment program was then divided into three stages reflecting different aspects of pragmatic competence. Moving from a stage to another, students from both groups were subject to a progress test to evaluate their improvement along with the treatment implementation.

The post test results clearly demonstrate that the experimental group students outperformed the control group participants in completing the WDCT provided in the post-test.

Moreover, following Brown and Levinson's (1987) politeness strategies model, the majority of students, particularly in the experimental group, paid a great deal of attention to the social variables in performing both requests and apologies. In eliciting some situations, however, some students, mainly in the control group, still find it difficult to make the balance between communicating their goals, requesting and apologising, and protecting the addressee's face and respecting his/her freedom of choice.

Statistical Analysis of the Post-test Scores: The result obtained from the T test has shown that the difference between the means of the post-test of the control group and the experimental group is significant at $p = 0.05$: $T(60) = 9.52$, $p = 0.00001$.

In view of that, it can be proclaimed that after the integration of the DA-based instruction procedures in the oral courses, the experimental group outperformed the control group in the realisation of the speech acts of requests and apologies, and this can be explained by their effective elicitation of both speech acts in terms of pragmalinguistic ability, sociopragmatic sensitivity, politeness strategies use, and meaning negotiation.

Conclusion

Although the current study at the outset was not meant to generalise its findings rather than the population under investigation, depending on an amalgamated research paradigm, a case study and an experimental inquiry, it was demonstrated that the DA-based procedures as an instructional methodology of pragmatics, can practically provide pragmalinguistic and sociopragmatic means to help EFL students develop pragmatic competence. Based on the previously conducted studies on pragmatic competence development and mainly the work of Van Compernelle (2014), which can be deemed as a revival of the Vygotskian sociocultural perspectives, unifying both the instructive and evaluative means of pragmatic acquisition, the current investigation set itself a solid theoretical and empirical ground for the development of EFL students' pragmalinguistic and sociopragmatic abilities.

This chapter presented the analysis and interpretation of the data obtained from both the students' open-ended questionnaire and the oral expression teachers' semi-structured interview as well as the written discourse completion tests submitted prior to and after the treatment phase. The content analysis of the qualitative data obtained from the case study provided the researcher with an insightful understanding of the overall EFL context of the oral expression instruction, which helped the researcher in implementing the DA-based procedures for the development of students' interlanguage pragmatic competence. The quantitative and qualitative examination of the data generated from the experimental study therefore helped in testing the effectiveness of the DA instructional methodology in developing EFL students' pragmatic competence. The results of both phases of the current investigation are fully discussed in the following chapter.

Chapter Four Conclusions and recommendations

As an evocation for the whole work, the main purpose in writing this thesis was to scrutinise the efficacy of the dynamic assessment approach as a foreign language (instructional pragmatics grounded in the Vygotskian sociocultural theory of mind in improving EFL students' pragmatic competence (Lantolf & Thorne, 2006). The basic premise of the SCT perspectives for FLL in which the current research is inscribed is that the target language development, particularly pragmatic competence, is based on the mediated learning experience. Developing a foreign language accordingly compels appropriating new concepts and/or adjusting one's own conceptual knowledge depending on the available sociocultural means.

The investigation depicted in an amalgamated research paradigm was inspired from Vygotsky's (1997) educational praxis integrating both theoretical and empirical considerations. Recall that, for Vygotsky, an individual can move to a higher psychological and cognitive level only under the guidance of a more capable peer who ease his/her contact with the social world (Poehner, 2008). The SCT standpoint of pragmatic competence development in view of that calls for the integration of pragmalinguistic and sociopragmatic sources as the basic tools of the DA approach which mediate the target language acquisition.

As pragmatics is roughly conceptualised as the study of language use, the main axe upon which it has been approached is undeniably speech acts, that is, how people do actions through language. As an illustration, a common research interest is concerned with the speech act realisation including requests and apologies evoking the most attractive concept in pragmatic research for carrying social implications with some distinct points of contrast and contact between cultures and languages (Blum-Kulka, House, & Kasper, 1989). Therefore, it is never surprising to find a vigorous FL research in pragmatics using speech acts to investigate various pragmatic aspects, (Blum-Kulka, House, & Kasper, 1989) which is the case of the current investigation.

The current study was at the outset meant to investigate the status of pragmatic competence within the EFL setting along with the instructional methods contributing in its development. It eventually aimed at unveiling the usefulness of explicit instructional pragmatics in assisting

learners' acquisition of interlanguage pragmatic knowledge to be able to communicate effectively and appropriately. More precisely, the whole inquiry was an attempt to examine the validity of the hypothesis being speculated at the beginning of the project. That is, the integration of the DA approach in oral courses as an explicit pragmatics instruction can boost third year EFL students' pragmatic competence development with a particular focus on the speech acts of request and apology realisation.

The thirst for understanding the issue of the target language pragmatic competence development is practically rooted in the experiential ever more catastrophic failure of EFL students to do things with words, which might be the result of the traditional instructions preparing them only for conventional pencil -paper tests , and theoretically grounded in Vygotsky's (1978) SCT perspectives that incorporate the pragmalinguistic and sociopragmatic means to mediate the students 'acquisition of interlanguage pragmatics.

In view of that, this investigation was carried out following a triangulated research scheme portrayed in two interdependent phases: first, conducting a case study to report on the students' level of interlanguage pragmatic competence in consort with the deployed instructional methodologies using an open-ended questionnaire and a semi structured interview to collect qualitative data from both third year EFL students' and teachers' of the oral expression module; second, executing a quasi- experimental inquiry to test the effectiveness of integrating the Approach in developing students' pragmatic competence measured through different WDCTs prior to and after the intervention.

It was persistently contemplated in this investigation to bring light to the impromptu used instructional methodologies and their effect on the purchase of the pragmatic aspects of the target language, which rather seems to be scarcely investigated in the Algerian EFL context. What made this research project inextricable as compared to the analogous investigations in the field is the attempt of intertwining the acquisition of pragmatics with the DA approach, which can be at once traced back to the sociocultural perspectives. Dynamic assessment, which is qualified to be one of

the most promising practices in FL language education for the amalgamation of both teaching and assessment in a single activity, is so slowly embraced by education practitioners and expressly in relation with the pragmatic competence development. This research therefore tends to draw the teachers' attention to the importance of trying the dynamic assessment techniques and procedures, which seem to be exclusively held by diagnosis specialists counselling children in specialised educational programs. The researcher calls for more efforts in taking advantage of the sociocultural means used in the DA approach in assisting the learners appropriation of the TL pragmatic concepts. Dynamic assessment, grounded in Vygotsky's ZPD concept, encourages us to not only evaluate the learners' current abilities but rather to inspect their future achievements based on the mediated learning experience .

Following Vygotsky's (1997) reasoning about educational praxis, which compels theory and practice to enlighten one another, the present research was constructed on the basis of solid theoretical underpinnings in order to pave the way for the realisation of a rigidly valid practical project. Thus, a whole chapter was dedicated to sketch the key concepts that were considered important in this research.

The research variables constituting the entire investigation were thoroughly addressed in different sections in the theoretical chapter aiming at reaching a rational construction of them to pave the way for the practical plan. The first section revisited the theoretical foundations of the pragmatic concept, demarcating its disciplines of origin throughout the history of language and language learning, and elucidating the reciprocity between pragmatics and other neighbouring concepts including semantics, language structure, and communication. The main concern of this section was the discussion of research in interlanguage pragmatics, highlighting the different perspectives that have approached the issue of universality in pragmatics. The research nature therefore compelled us to expand on the drastic shift to the pragmatic competence notion, stressing the way it has been elaborated in the different models of communicative competence. Another standpoint, which was carefully expounded in this investigation denotes the different views of the

interplay between pragmatic competence and grammatical competence representing the universalist as contrasted to the none-universalist assumptions about pragmatic acquisition.

The traditions of research in pragmatics forces us to delineate the fundamental axes upon which it has been approached including the Speech Act Theory and the and the Politeness Theory. What was special about the current research in discussing these notions , however, is expanding them to the concept of pragmatic competence as arguably interpreted and extrapolated from the empirical interlanguage line of research.

This debate was pursued by discussing the teachability of pragmatics issue with the intention of revealing the most relevant instructional method to the pragmatic competence development. The examination of the juxtaposed arguments of both explicit and implicit instructions indicated that the explicit type of instruction, relying on the two distinct yet interceding pragma-linguistic and socio-pragmatic sources to represent culture of the target language has evidently been qualified as more effective in mediating the appropriation of pragmatic concepts. At the heart of the explicit orientation of pragmatic instruction, we find the dynamic assessment procedures which depend on the very same sources to mediate the learners' acquisition of the target language, and this was the main focus of the second section of the theoretical chapter.

The second section delineated the historical foundations of the sociocultural theory of mind, which triggered the emergence of the dynamic assessment approach tracing back the steps through which it was approached from clinical psychotherapy to applied linguistics and foreign language education. What was worth investigating in this concern is demarcating the DA approach with reference to all the concepts that intercede with it including: the process of internalisation, the Zone of Proximal Development, and the mediational strategies. This section was also concerned with the scrutiny of dynamic assessment as compared to both IQ testing and traditional methods of instruction.

The different approaches to dynamic assessment, which refer to the multiple interpretations of the Vygotsky's ZPD concept have also been meticulously discussed with the intention of opting

for the most suitable DA approach to the perspectives of the current research. The DA process was then depicted in a methodological and a pedagogical framework highlighting its operational procedures to account for the main purpose of adopting it in the development of EFL students' pragmatic competence. Based on the DA sociocultural means of development, it was opted for its implementation in the EFL classroom to help students acquire new concepts in pragmatics and assimilate the already established ones. It was also considered important to discuss some of the challenges attributed to the integration of the DA procedures in FL education including practicability, the required time for its implementation, and the teacher's training.

With reference to the correlation between the two main research variables, the third section of the theoretical chapter was set to reveal the traits of both concepts, and ultimately divulge the common points in order to develop a fairly rigid argumentation for the core investigation. It should be recalled that it was quite hard to find research about the role of dynamic assessment in developing the interlanguage pragmatic competence. Such correlation was then inspired from the work of Van Compernelle (2014) on SCT perspectives and instructional pragmatics. This section therefore discussed the different aspects of the interplay shared by both the dependent and the independent variables. These include Pragmatic competence development through Internalisation and zone of proximal development, the integration of sociocultural means, and finally Incorporating the two interceding pragma-linguistic and socio-pragmatic abilities in mediating the social actions, all backed up with a solid argumentation for their amalgamation.

The methodological chapter then presented an in-depth description of the overall plan put forward for the investigation of the effect of dynamic assessment on the interlanguage pragmatic competence development in the Algerian EFL context, sketching all the practical procedures opted for in accomplishing the research objective. the execution of this research project compelled us to depend on two balancing-spiral sections, realised through two consistent research methods: a case study and an experiment, following a mixed approach (qualitative and quantitative). First, the case study was carried out to bring profound insights from the subjects under investigation (the third

year students and the teachers of oral expression module) who would truthfully report the status of interlanguage pragmatic competence in relation with the impromptu instructional methods adopted in the EFL setting using an open-ended questionnaire and a semi-structured interview , and this would eventually pave the pathway for the next phase. Second, the experimental study was conducted in order to test the accuracy of the hypothesis speculated earlier in research by means of different Discourse Completion Tests to measure students' performance prior to and after the enrichment program.

It must be reiterated that, in this chapter, The selection of every research item including the methodology or the instrumentation has copiously been explained , and thus backed up with a rationale reflecting the research objectives. The selection of the population and the study sample in both phases of the research have accordingly been clarified, and the choice of the speech acts of requests and apologies has been justified. The methods of analysis opted for in the course of investigation, which depend on the grounded theory with the qualitative accounts and on statistical considerations with the numerical data, have also cautiously been elucidated.

At last, the practical chapter provided a thorough and systematic analysis of the obtained data depending on the type of these data and the way they were presented and structured along the course of the investigation. In the first phase, students' questionnaires were subject to content analysis following the grounded theory , whereby concepts emerged from the systematic interpretation of informants' accounts. The realisation of such content analysis went through the following bottom up procedures: key words analysis of students' answers, synthesising and organising the recurrent items from their answers, arranging them into generative categories displayed in legible tables, and then providing illustrations from their accounts. Such bottom up process of analysis has generated different categories accounting for Students' insights about their level of interlanguage pragmatic competence, their Insights about the Status of Interlanguage Pragmatic Competence in Oral Courses , and their Insights about their level of Interlanguage Pragmatic competence and their Difficulties in Oral Communication

Following the grounded theory, the questionnaire results were subject to the internal and external reliability test whereby all findings were compared to one another, considering the overall context, and thus interpreted according to the already existing theories or previous studies. These findings were later on compared to that of the interview to reveal any possible match between students and teachers insights.

Similar to the analysis of the questionnaires, teachers' interviews were scrutinised on the basis of content analysis following a bottom up process, which involved the transcription of the interviews course, in-depth analysis of teachers accounts, synthesis of the frequent items, and organisation of the generated categories backed up with illustrations from their accounts. Such exhaustive analysis has also revealed several assumptions about the adopted methods of teaching and assessment in the oral expression module, and the students' level of interlanguage pragmatic competence as well as the encountered Difficulties in Oral Communication.

What should be retained from the questionnaire and the interview analysis is that they reported consistent results about the status of interlanguage pragmatic competence in the EFL setting. These findings confirmed that students 'interlanguage pragmatic ability is rather critical as little to no effort seems to be afforded for its development in the instructional methods followed by the teachers of the oral expression module.

As described earlier, the experimental phase was mainly driven by the attempt to test the accuracy of the research hypothesis presuming that the integration of the DA approach in the oral courses would boost students' acquisition of interlanguage pragmatic competence. To this end, two intact groups of third year EFL students, after being exposed to the matching pair technique, took part in a quasi-experiment, which was drawn heavily on the DA Vs. the non-DA based intervention. The enrichment program was organised around a set of lessons addressing different issues in pragmatics involving speech acts, politeness strategies, pragmalinguistic, and sociopragmatic with a sociocultural orientation for the experimental group. Dealing with such pragmatic issues with a particular reference to the sociocultural variations which was meant to mediate the students' ability

to understand and negotiate the meaning of the target language has benefited from the conceptualisation of pragmatics as mediated actions relying on the following guidelines. First, language variation does not derive from a certain form, but rather depends on the use of a socioculturally convenient lexicogrammatical construction. Moreover, the choice of activity is defined by its ability to mediate and be mediated by language whereby both activities and language forms depend on each other. Furthermore, these language forms tend to carry social meanings which can not be merely inherited by language users but rather should be actively reconstructed depending on the communicative act (Van Compernelle, 2014).

The performance of participants in both groups was measured using different discourse completion tests submitted before and after being exposed to the enrichment program. It should be recalled that the two different DCTs used for both the pre-test and the post-test were meant to elicit students' realisation of requests and apologies involving similar scenarios regarding the social norms of directness, formality level, frequency, distance, power and rank of imposition (Brown & Levinson, 1987).

The analysis of the obtained data from both tests was carried out on the basis of the rating scale of interlanguage pragmatic competence, including the pragmalinguistic ability, the sociopragmatic sensitivity, the politeness strategies, and the negotiation of meaning; and two different coding schemes of the speech acts of request and apology realisation developed by Blum-Kulka, House, and Kasper (1989). As such, in the pre-test, students' performance in both groups was marked by a rather critical level of pragmatic ability. In the post-test, however, a fairly significant improvement was noticed in the performance of the experimental subjects as contrasted to their matching pairs in the control group, which can attest for the effectiveness of integrating the DA procedures in developing the students' pragmatic competence. What is worth noting about their performance, when juxtaposing the pre-post-tests' and the control- experimental groups answers, is that they deployed various mitigating strategies, politeness markers relying on different

pragmalinguistic and sociopragmatic aspects in negotiating the given speech acts which denotes a substantial development in pragmatic competence

Although the comparison of both groups' performances was obviously displayed across the course of the experiment, it was deemed necessary to statistically examine the correctness of the obtained results. In view of that, we opted for the independent t-test to examine the difference between the two samples of the study, which proved that there was no significant difference between the mean scores of both groups in performing the pre-test, whereas the mean of the experimental group scores was significantly higher than the mean of the control group scores in performing the post-test. Equally important, the paired-sample t-test was then adopted to scrutinise the difference in performance between both tests within the same group (the control and the experimental) for a double-check of effectiveness of the used instructional methodology, which further confirmed the highly significant improvement ascribed to the experimental performance as a result of the intervention. Statistically speaking, the obtained results from both t-tests stand for the confirmation of the alternative hypothesis and the rejection of the null hypothesis.

To sum up, what is particular about this practical chapter is its authentic reflections on the previously discussed assumptions in the theoretical and the methodological chapters, at its outset, the pragmatic competence development still did not attain the minimum interest in the different methods followed for the instruction of the oral expression module, nevertheless the importance given to a set of other competencies such as accuracy, fluency, and self-confidence which would not certainly enable the EFL student to appropriately do things with words as improving such ability can be guaranteed through a mediated learning experience that is at the heart of the DA approach. The chapter further empirically confirmed that the integration of the DA approach in the instruction of the oral expression module can assist the EFL students in appropriating the required abilities, which are sign sure aspects for pragmatic competence development, including pragmalinguistic and sociopragmatic sensitivity as well as the ability to negotiate meaning and speak politely.

Main Conclusions

On the basis of the obtained results throughout the current investigation, we drew the subsequent conclusions that reflect the attempt to answer the questions proposed earlier in research.

- The Case Study Findings
- What is the contemporary exhibited level of interlanguage pragmatic competence of third year students of Batna-2 university?

Students' and teachers' insights in response to the questions of both the questionnaire and the interview as well as the students own performance in the first DCT revealed that they exhibit a fairly critical level of pragmatic competence. What is noticeable in their accounts is that students are not aware enough of the importance of acquiring the pragmatic aspects in learning the foreign language.

1-What difficulties do third year EFL students in Batna2 University find in oral communication?

From students' and teachers' accounts respectively, we can say that the main difficulties in students' oral communication are related to accuracy, fluency, and self-confidence. these students consider anxiety as the most serious problem that prevent them from communicating effectively, which implies that they fancy debilitating perceived difficulties at the expense of their own deficiencies in using the target language.

2- What is the status of interlanguage pragmatic competence within the EFL context at Batna-2 university?

Data gathered from third year EFL students' questionnaires and the oral expression teachers' interviews demonstrated that the pragmatic competence development is given little to no interest in the impromptu instructional methods of oral communication as compared to the other skills and competences. That is, the majority of these teachers do not consider the instruction of pragmatics as a major priority in developing oral communication, which is inline with the assumption stating that grammatical competence must precede pragmatic competence development, and because

students exhibit serious deficiencies at the level of accuracy and fluency, teachers might find it useless to focus on the instruction of pragmatics.

3- How do EFL oral expression teachers teach oral communication?

The instruction of oral expression in the EFL context at Batna-2 University seems to be susceptible to many challenges, mainly the overcrowded groups and the insufficient time provided for the module. According to many teachers assigned to this module, teaching oral communication depends on the interactive nature of language learning in the CLT method, and the topic-based methodology coupled with the integration of the ICT tools focusing mainly on free topic discussion and classroom presentations notwithstanding the techniques and the procedures followed with each method. This implies that the oral expression module is considered to be a course for fun and interaction with learners, which does not require a great deal of preparedness, but rather depends on free discussion and presentations.

4- How do EFL oral expression teachers evaluate student's oral communication development?

Both students and teachers asserted that the assessment of oral communication is exam-oriented, practically managed through classroom presentations to be scored for tests and exams due to large groups. They further argued that the greatest importance in assessing the students' oral performance is given to fluency and accuracy. According to these teachers, a good communicator of the target language has to be self-confident and engaging with the audience in order to speak accurately and fluently.

➤ The Experimental Enquiry Findings

➤ Does the integration of the dynamic assessment procedures enhance third year EFL students' pragmatic competence?

Though the current study was not meant to generalise its findings rather than the population under investigation, it was practically confirmed that integrating the DA approach as an explicit pragmatic instruction can help EFL students develop pragmatic competence.

- 1- How do dynamic assessment procedures affect their use of requests and apologies in oral expression courses?

The DA-based procedures followed for the development of EFL students' pragmatic competence were built upon a set of prearranged mediational strategies to reach the following objectives: managing the classroom interaction, providing an affective scaffolding, assisting the student's reaction to the pragmalinguistic and sociopragmatic hints, and assisting the students' negotiation of the meaning, and thus providing the students with a pertinent opportunity to internalise the required factors for the realisation of the given speech acts.

- 2- What is type of mediational strategies that best promotes the development of third year students' realisation of the speech acts of request and apology in oral communication?

The content analysis of the DA-based interactions revealed a sort of discrepancy between the mediational moves reflecting Ableeva's (2010) classification and the mediations inspired from the general explicit pragmatic instructional methodologies. Though both types of mediational strategies are grounded in Vygotsky's sociocultural theory, the second type, reflecting pragmatic instruction proved to be more effective than the first type inspired from Ableeva's (2010) classification.

- 3- Which speech act is best improved through the use of dynamic assessment procedures?

Depending on the analysis of students' performance in the post-test, it can be concluded that students' elicitation of the speech act of apology was more effective than the elicitation of the speech act of request, and this can possibly be referred to the cross-cultural variations ascribed to that particular speech event.

➤ Recommendations to EFL Teachers

First, teaching and assessment should be unified in a single learning activity: as students and teachers alike consider the examination procedures as a necessary evil, they do not have to separate instruction and assessment, but rather consider them as an amalgamated and ongoing process that progressively provide the students with new input and gradually inform the teachers

about the students' step-by-step improvement. Thus, EFL teachers need to organise the whole teaching/learning process on the basis of a set of mediational strategies to assist their students in acquiring new concepts of the target language to be able to use them in any given situation. They should also rise their awareness of the importance of concentrating on self-growth and personal development, instead of focusing on scores and certificates, and thus they will be able to shift their learning from a product oriented to a process oriented one (Hedge 2000; Nunan 1996; Oxford 1990).

Second, be eclectic: bearing in mind that no single EFL instructional methodology fits all students, not even the method of dynamic assessment, which entails choosing the DA procedures depending on the given learning situation. EFL teachers therefore ought to identify students' needs in order to attune both the language instruction and the type of mediational strategies required to help them reach a higher psychological and cognitive level . For instance, they can take advantage from both the interventionist and the interactionist approaches to dynamic assessment to help learners move to a more advanced level of cognition adopting both the graduated prompts and the test-teach-test paradigms.

Third, students have to be taught based on their zone of proximal development: EFL teachers need to identify their learners' ZAD and ZPD depending on the mediated learning experience since if a learner is able to complete a task under the guidance of the teacher, he/she will certainly be able to accomplish it on his/her own. Hence, once assisted and successfully taught with the help of mediational strategies, the learners will be able to move forward, and thus reach their full development. In this sense, teachers can divide the class into groups involving learners with small ZPDs and others with higher ZPDsin order to help them work in collaboration.

Fourth, help learners develop awareness of the importance of pragmatics in language learning and teaching: dynamic assessment as an explicit method of pragmatics instruction, which encompasses pragmalinguistic and sociopragmatic sources in presenting the target language is

believed to help students appreciate the differences between their own culture and the target one, understand the role of the social variations in shaping the communicative acts, and thus be able to speak the target language without any communication breakdown. In doing so, the content of the target language should be introduced to learners with reference to its cultural backgrounds, which compels the teachers to depend on authentic materials for presentations and various activities for performance. Relying on these two aspects in the oral courses (authentic sources carrying the target culture and different learning activities) can help learners achieve a high level of pragmatic competence along with the other competences that are fully addressed in the other modules.

Fifth, create a safe environment in the language classroom: learners need to feel safe and secure in order to construct a positive self-image, and thus perform well in the oral class. Environment is believed to be the crucial source of one's affective filter; The safer the environment is, the less anxious the student feels and the better performance he/she displays. Moreover, teachers' belief in learners' abilities tends to shape their self efficacy belief. The more the teacher can identify learners' abilities and encourage them, the more self confident the student is. Besides, if teachers provide their students with constructive feedback, they are likely to invest considerable efforts and then do better in the future to maintain their sense of self-confidence. (Bandura 1994).

All things considered, we wish that these recommendations would be helpful for EFL teachers to assist students in developing interlanguage pragmatic competence, and therefore, help them reach communicative competence which is the ultimate goal of learning a foreign language. We also hope that this investigation opens the door for further research in the field of dynamic assessment approach and pragmatic competence development, highlighting other contextual issues that the present work could not cover. Though we did our best to minimise the challenging issues encountered in the current investigation, some limitations were beyond our control to which we hope that future researcher would find practical solutions. Firstly, we suggest that they work on a true experiment with the randomised selection of the study subjects and the manipulation of the

maximum of the extraneous variables to be able to generalise the obtained results rather than the population under investigation. even though written DCT is often deemed to be the most common researching tool in pragmatics, The respondents' performance could be questioned for being reported that they do not truthfully reflect the naturally occurring situations in the real-life, and thus it is better to opt for an oral DCT along with the written one. Due to large groups, we were obliged to follow the interventionist model to DA, and thus we suggest to test the effectiveness of other models like the interactionist model to DA with different speech acts and other pragmatic aspects.

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Appendix A: Students' Questionnaire

This questionnaire is part of a study conducted by a Doctorate student at the Department of English Batna-2 university. We would like to know more about how you improve your oral communication. Your experiences and opinions are required for academic purposes. Please answer the questions as honestly as possible (there is no right or wrong answer). Your answers will remain anonymous.

Please tick (✓):

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7/ How does your oral expression teacher evaluate your performance in class?

8/ Do you think this is the best way to evaluate the oral performance?

-Yes

- No ☐

If not, according to you, what is the best way to evaluate the oral communication?

/ Do you see your teacher as the only way to improve your oral skills?

- Yes ☐

- No ☐

If not, what is your own way to improve your oral skills?

10/ do you prepare for your oral presentation? Yes or no if yes how do you prepare for it?

11/ Have you ever faced any difficulties in your oral performance?

-Yes ☐

- No ☐

If yes, what are these difficulties?

12/ What do you usually do to overcome those difficulties?

13/ Do you think that there are some missing points on which you still need to work to improve your oral communication?

If yes, what are these points?

cooperation

Thank you so much for your

Appendix B: Interview guide for teachers

1/ Why have you chosen to teach the oral expression module?

2/ Let's say that the oral communication development is one primary goal of learning a foreign language, in your opinion, what are the teaching methods that best fit the oral expression module and why?

3/ Every teacher is supposed to use a particular method of teaching, what is your method of teaching in general and how do you teach this module in particular?

4/ In your opinion, what are the strengths and the weaknesses of your method of teaching?

5/ Have you ever thought of changing your method of teaching, and if yes what factors affect you in incorporating or not incorporating this new method into your oral courses?

6/ What kind of techniques, strategies and activities do you use in teaching this module, and how do you present them?

7/ Let's say, the provided time and the crowded groups are two major problems in teaching oral communication, how do you manage that what are some other obstacles you encounter in teaching this module?

8/ Do you think that students are self motivated to learn in this module, why or why not?

9/ While students are performing an oral task, what do you usually do?

10/What kind of impact might your feedback have on your students' oral performance?

11/ How do you exactly assess your students' oral performance and what is your main focus while assessing them?

Let's be more precise,

12/ According to you, which language area necessitates more frequent training in the context of the oral expression module and why?

13/ Think of your high achiever students performing oral tasks effectively. What can they do better as compared to low achievers?

14/ How would you define good speakers of English and what is their estimated number in each of your groups?

15/ Do you think that students' performance in the oral expression module reflects their advanced level as third year students? Why or why not?

16/ EFL students often face difficulties in their oral performance, what are these difficulties, and what are the reasons of these difficulties?

17/ In the light of our discussions so far, can you tell me the secret of a successful oral class, I mean, what would you suggest for teachers to help EFL students improve their oral communication?

Appendix C: Transcript of Interviewee four

R : This interview is meant to investigate the methods used to teach the oral expression module and the difficulties student encounter in their oral communication from teachers' perspectives. I have chosen to work on oral expression teachers as they can provide the most appropriate required data for our research. For the record, I am carrying out my experiment in this module and your experience is of paramount help in this research.

R : Can we start please.

I : Sure.

R :

1/ Why have you chosen to teach oral expression module?

I: Well, there might be many reasons but one main is that students face many problems in speaking. You know, this is their third year and still they can't manage to speak English for even five minutes, so I chose to teach this module to help them doing better

R : Okay, but don't you think that it's the easiest module for teaching?

I : Of course no, there's no easy or difficult module to teach. There's always a hard work which stands behind the teaching of each module.

R: So, you said that you have chosen to teach oral expression mainly to help students improve their speaking?

I: Yes, but not only that. I also want students to study oral expression in a motivating atmosphere where I teach them how to use ICTs to improve their speaking.

R: Great, I think we can talk about this with more details later on in the course of the interview. And for now,

2/ Can we say that you consider oral communication development as the primary goal of learning a foreign language? If yes, why?

I: Definitely yes, and that's one more reason why I chose to teach this module. I really want to help the students speak comfortably and express themselves freely and fluently.

R: And why exactly do you consider oral communication (speaking) as the key skill to be learnt?

I : Simply because wherever you go, speaking is the first skill you will need to manage almost every situation, starting from the airport for example. So that's why students have to be able to communicate easily their needs whenever they need the language.

R : I see, so now

3/ What, in your opinion, are the teaching methods that best fit oral expression module, why?

In my mind, I reached a conviction that whatever the method is it should be based on the use of the ICTs. You agree with me that we are living in an era where ICTs are used everywhere in our daily life so how come we don't make full use of them to help our students speak better and in an easier way. It doesn't matter what method we use, actually, what matters more is that the oral expression module makes full use of the technology and its facilities.

R : I agree, but still

4/ Every teacher should build up a special method of teaching, what is your method of teaching in general and how do you teach this module in particular?

I: Well, I think I rely too much on the communicative method in all the modules I taught but for the oral expression one I consider the use of the ICTs as a pillar to the development of the speaking skill.

R: So, how precisely do you integrate the ICTs?

I : It depends, sometimes, I bring the data show, we watch a video about a given topic, of course of natives, and then we try to discuss it's content. And sometimes, we just listen to a podcast and we do fill in the gaps activities and of course there are other ways.

R : Sure, we already have a question about this :

5/ What kind of activities do you use in this module?

R : So, would you please mention any other activities

I : Yes, why not, let's say recording students answers and then spot the mistakes within them or filming a play and then watch it together and spot the mistakes again. In the session students use their sell phones to check the pronunciation of words.

R: Well done, that is a great job, and now,

6/ Do you present any techniques or strategies in your lessons? If yes, how do you present them?

I : Of course, I consider students to be the centre of the class so some how they decide about everything related to , let's say the topic to discuss, the podcast to listen to, the play to play, and sometimes even the ICT tool to use.

R : Oh, that's quite a hard work to manage, I wish students would appreciate your effort,

I : Actually, they love the session.

R : They should,

7/ In your opinion, what are the strengths of your method of teaching?

I : Well ,I can say, maybe it's compatible to the new generation, and let's say motivating, I guess motivating the student is the main role of the teacher, no.

R : Yes, I totally agree,

8/ According to you, which language area necessitates more frequent training in the context of oral expression module, why?

I : It's the oral expression module, and its name stands for training the students about speaking much more than any other thing, right.

R : Yes, what do you wish to improve in their speaking?

I : I want them to be more fluent and capable of using English continuously in different topics.

R :Okay, now

9/ Do you think that the provided time for this module is sufficient for EFL students to develop oral communicative competence, how do you deal with this situation?

I : Honestly, no. I think this is one main problem all the teachers of the oral expression module.

R : And how do you deal with that?

I : Actually, I don't because I can't. You know, the administration can not give full focus to one module at the expense of the others but still I try best to make each student get a chance to speak, hopefully.

R : And

10/ How would you manage to do that with groups with a large number of students?

I : That's exactly the challenge, but sometimes I rely on my memory, I try to remember those I asked in one session, and I start with those left in the next one. And sometimes those students who really do not bother to participate no matter how hard I try give better chances to the other students to speak.

R : Okay , now

11/ What are some other obstacles you face in teaching oral course? And what do you do to overcome them?

I : Part from the problem of time and crowded groups, I don't think there's much to say. Maybe how to push students to speak mainly.

R :

12/ Do you think that students are self motivated to learn in this module, why and why not?

I : I would say, only a minority is, but still I see that most of them are not really self motivated. Why exactly, I don't know but I think they behave the same in all modules because I taught other modules like written expression and grammar, and I can say that students are not motivated. Yes, most of them are not

R : Alright,

13/ Do you think that students' performance in oral expression module represents their third year level? Why or why not?

I : Not really, of course if they work harder they would do much better. I'm not talking about the exceptions because there are those who speak fluently but the majority are not really that good, let's

say average, I mean they still do many mistakes of grammar and pronunciation and so on and so forth.

R : Okay,

14/ Think of the good speakers of English in your oral classes, how many do they represent among the whole group?

I : You mean their percentage?

R : Yes, exactly.

I : It can be, say one fourth may be a bit less, I'm not sure.

R : It's okay, now I know that

15/ EFL students often face difficulties in their oral performance, what are these difficulties, and what are the reasons of these difficulties?

I : Difficulties... I can fear of facing the audience, pronunciation maybe, sometimes vocabulary, this one depends on the topic mainly, I don't know, I think these are the major difficulties.

R : Yes, and why do you think they have these difficulties?

I : Say, lack of practice, because they don't use English in their daily life and for their pronunciation I think it's because they don't check although they have smart phones. I think they are let's say lazy, that's it.

R : That's why I liked the fact that you are teaching them how to use ICTs.

I : Yes, that's exactly why I like this method.

R : Okay, would you please tell me,

16/ When students are performing an oral task, what do you do?

I : Of course I listen carefully to them, and I try to spot some interesting mistakes and I give remarks about them when they finish speaking. This is mainly what I do.

R : So,

17/ How do you assess students' oral performance?

I : It depends on the task, for presentations for example, I listen to the way they speak and watch their body language, and then decide if the student has a good pronunciation, good vocabulary, self confidence, a clear voice, I also try to see if the presentation is well organised and the ideas serve the topic and that's mainly how I decide on giving good or average marks.

R : Alright, let's say you do give them a feedback, don't you?

I : Of course I do.

R : So

18/ What kind of impact might your feedback has on your students' oral performance?

I : Well, I always try to encourage them while speaking, and I give them positive comments; I also don't correct all the mistakes they do to help them feel they are improving. What else, I try best to make them feel very comfortable and free to speak and that's why I don't make them worry about the marks, I give them good marks just to encourage them to do better.

R : Okay, now let's try to make a simple comparison,

19/ Think of your high achiever students performing oral tasks effectively. What can they do better compared to low achievers?

I : Well, I think high achiever students have more vocabulary, they can speak more fluently and mainly they rarely do a mistake in the pronunciation of words or the sentence structure. I think they also have a better self confidence and body language when they present.

R :

20/ What is your main focus in assessing students' oral performance?

I : You mean one main focus?

R : Yes.

I : I would say fluency.

R :

21/ According to you, what makes a good speaker of English?

I : Alright, a good speaker of English is someone who is certainly fluent, has enough vocabulary, pronounces the words correctly, almost never does mistakes in the structure of the sentence, what else, say, self confident, and able to discuss a wide range of topics. That's it, this is briefly how a good speaker of English should be.

R : Yes, I agree. Now comes a challenging question,

22/ Have you ever thought of changing your method of teaching? If yes, what is this new method?

I : Personally, I find this method relying too much on the use of ICTs quite effective so far in improving the students speaking skills. Yes, I wouldn't say it's one perfect but still it's very useful and the students like it and got used to it already. So, no I don't really think I need to change my method of teaching, at least for now.

R : Okay,

24/ In the light of our discussions so far, can you tell me the secret of a successful oral class?

I : This is a tricky question, the secret of a successful oral class. To me, it's when I see them all speaking comfortably, they like the class, I mean there's this positive energy inside the class. What else, it's all about motivation, if your students are motivated to speak, your oral class is successful.

R : No doubt, motivation is a key component to any successful oral class. Alright, finally

25/ What would you suggest for teachers to help EFL students improve their oral communication?

I : I think that it might really help if teachers of the oral expression module understand the importance and the usefulness of integrating ICTs in their classes to improve their students speaking. I also think that teachers should encourage their students the most to make learning as easy as possible. Students should not worry about the marks, teachers should manage on getting their whole focus on improving their speaking skills.

Appendix D: Written Discourse Completion Test Pre-test

pseudo name :..... B. Age: ... C. Gender :..... D. Group:...

Instructions: Please, read carefully the following situations where you are supposed to accomplish every situation and interact with another person you know, then write your utterances as you would act in a real situation. Do not think too much and try to be as spontaneous as possible.

R1. Suppose your car has just broken down and you need to pick up your father from the airport urgently. There is no other means of getting there but by car. You go to your manager's office at work, with whom you get on well, and ask him/her to borrow his/her car. What would you say to him/her?

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A1. Having picked up your father from the airport with your manager's car, you meet with an accident on the way back to office which resulted in a broken headlight and a bent bumper. Once back at the office, you return the keys. What would you say to him/her?.....

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R2. Suppose you have been working for a company for sometime now. One of the new trainees has brought his/her brand-new laptop to work. You ask him/her to use it for a while. What would you say to him/her?

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A2. The new trainee has lent you his/her brand-new laptop to use for a while. Trying to answer the phone, you accidentally drop it on the floor and smash part of the screen. What would you say to him/her?

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R3. Suppose you have been put in charge of a very important project at work. Your colleague has already booked a ticket to go on holiday. You realise you will need all members of staff to finish the project on time so that you ask him/her to stay. What would you say to him/her?

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A3. According to your request, your colleague accepts to cancel his/her ticket. He/she stays to help you with the important project at work. Afterwards, the manager of the company asks you to stop a part of the project on which your colleague is working due to lack of fund. What would you tell your colleague?

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R4. Suppose you are on a bus with your little sister . Although there are plenty of seats on the bus, but there is not any two-seater seats that are available. You ask a passenger who is sitting on his/her own on a two-seater to change seats with you so that you can sit next to her. What would you say to him/her?

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A4. A passenger has agreed to change seats with you so that you are able to sit next to your sister on the bus. While changing seats you accidentally tread on the passenger's toe. What would you say to him/her?

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R5. Suppose a friend of yours has a house in the countryside. You want to go on holiday somewhere to relax for a week. You know nobody is going to be in the house for at least two weeks. You meet your friend in a pub and seek permission form him/her to stay in his/her country house for a week relax. What would you say to him/her?

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A5. During your stay in your friend's house in the countryside, you dropped black ink on a very expensive carpet and you could not get rid of it. At the end of the week, you go to his/her house to return the house keys. What would you say to him/her?.....

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THANK YOU FOR YOUR COOPERATION!

Appendix E: Written Discourse Completion Test

Post-test

A. pseudo name :B. Age: ... C. Gender :..... D. Group: ...

Instructions: Please, read carefully the following situations where you are supposed to accomplish every situation and interact with another person you know, then write your utterances as you would act in a real situation. Do not think too much and try to be as spontaneous as possible.

R1. As a university student. You need to get a book from the library to finish your assignment on time. The library is closed and there is only one person you know who has the book you need, one of your lecturers. On the way to his/her office you meet him/her in the hallway. What would you say?

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A1. As You have borrowed the book from your lecturer which you have promised to return today. When meeting your lecturer in the hallway you realise that you forgot to bring it along. What would you say to him/her?

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R2. Suppose you are a secretary of a company for some time now. You go to the desk of a new trainee and ask him to answer the telephone while you leave for a few minutes to attend to another urgent matter. What would you say to him/her?.....

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A2. After attending to the urgent matter you return and realise that you had been gone for more than an hour and a half later. What would you say to him/her?

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R3. Suppose you have been put in charge of a project at work. You go to the desk of a colleague and ask him/her to type a few letters for you. What would you say to him/her?.....

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A3. Your colleague comes to your office with the typed letters you asked him/her to type. When he/she gives them to you, you realise you have given him/her the wrong letters. What would you say to him/her?.....

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R4. Suppose you do not have a car. You ask a neighbor whom you do not know very well to help you move some things out of your apartment with his/her car. You do not have anyone else to ask since everyone you know.. appears to be on holiday and you have no money either to hire someone who can help or to arrange transport. You see your neighbor in the lobby and go to ask him/her for help. What would you say to him/her?

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A4. Your neighbor has agreed to help you move some things out of your apartment with his/her car. Once in his/her car you notice how clean and spotless the car is. While turning round a bend a bottle of oil which was amongst your belongings falls onto the back seat and its contents are spilt all over the seat. You both notice it. What would you say to him/her?

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R5. You have received a lot of house bills which are due for payment. You do not have any money. You can not ask your friends for money because you had already asked them for another purpose. You desperately need to pay these bills otherwise you will not have any electricity, gas or telephone service. You go to one of your friends and ask him/her for the money. What would you say to him/her?.....

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A5. Your friend has lent you some money that would enable you to settle your bills. You had promised to return the money in a week. After three weeks, you go to him/her to return the money. What would you say to him/her?

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THANK YOU FOR YOUR COOPERATION!

<http://studentsrepo.um.edu.my/3165/12/Appendix.pdf>

Appendix F: Written Discourse Completion Test first progress test

The Respondent Profile

B. pseudo name :..... B. Age: ... C. Gender :..... D. Group:...

Please, read carefully the following situations where you are supposed to play the role of the respondent. Then, write your answers as you would react in the real life. Do not think too much and try to be as spontaneous as possible.

1/ Suppose you have not understood what the teacher has just explained about “the theories of first and second language acquisition “. How would you ask for explanations about the acquisition process in each language?

You:

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2/ Suppose you have a listening class and you cannot hear what is played on T.V. How would you ask your teacher to turn it up?

You:

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3/ Suppose the teacher is writing with a red marker on the board, and the color really disturbs your eyes. How would you ask the teacher to use a different color?

You:

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4/ Suppose you have been absent the previous session, and you have not understood a specific part on your own. How would you ask your teacher to give you a brief explanation about that part?

You:

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5/ The teacher has announced the date of midterm exam but you have another exam on that same day. How would you ask your teacher to change the date of the exam?

You:

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6/ Suppose you come late for an important class and the teacher is very punctual and principled. What would you say in this situation?

The Teacher: This is the third time you are late for this class. Next time I won't let you in.

You:

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7/ You have been asked to hand in your project, and the time is due. However, you have not prepared it, and you want to make an apology for that. What would you say in this situation?

The Teacher: I told you that there won't be an extension. Why didn't you prepare your term project?

You:

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8/ You are almost asleep in the class while the teacher is teaching. The teacher gets very angry when he sees you sleeping in the class. What would you say in this situation?

The Teacher: Did you sleep well last night?

You:

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9/ Your teacher is giving a lecture on an important topic. You have a related question to that part of his lecture. How would you interrupt your teacher to pose your question?

The Teacher: ...constructivist views are very important for..... (interruption)

You:

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10/ Your cell phone suddenly starts ringing loudly amid a very serious discussion in the class. What would you say to the teacher?

The Teacher to the class: It is very important to respect each others' (the phone rings) views.

You:

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Appendix G: Written Discourse Completion Test second progress test

The Respondent Profile

C. pseudo name :..... B. Age: ... C. Gender :..... D. Group:...

Please, read carefully the following situations where you are supposed to play the role of the respondent. Then, write your answers as you would react in the real life. Do not think too much and try to be as spontaneous as possible.

1/ Suppose the teacher is using power point to teach you writing in the class. How would you ask your teacher for the power point file?

You:

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2/ Suppose you have got 14 on your reading test and you are sure that your score must have been higher. How would you ask your teacher to check your paper again?

You:

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3/ Suppose you need a recommendation letter to apply for a job as a teacher at an English language institute very urgently for tomorrow. How would you ask your teacher to do that for you?

You:

.....

4/ Suppose that you need to have your teacher's phone number in case you might have some questions while studying. How would you ask for his/her phone number?

You:

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5/ Suppose you want to have an appointment with the teacher this week to ask some questions about your term project. How do you ask him for an appointment?

You:

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6/ You have an appointment with your family doctor and you need to leave early in order to be on time for your appointment with the doctor. How would you interrupt your teacher to ask for an early leave?

You:

7/ Suppose that the teacher is teaching and you are talking to your classmate.
The teacher gets angry with you. How would you react?

The Teacher: Don't you think it is impolite to speak while I'm teaching?!

You:

.....

8/ You are daydreaming in the class and lose track of what the teacher has said. At once, he asks you a question about the topic under discussion. You are totally unaware of what has been going on in the class. How would you react?

The teacher: What are you thinking about? Are you following me?

You:

.....

9/ You are not ready for the class and you can't answer the questions given by the teacher. What would you say in this situation?

The teacher: I told you several times that you must be always ready for the class. Why didn't you study this chapter?

You:

.....

10/ You borrowed a book from your teacher but you accidentally spilled a cup of coffee all over it. You return it to the teacher. What would you say to him/her?

The Teacher: (very angry) I can't believe it. This was the only copy I had.

You:

.....

AppendixH: MDCT progress test1

The Respondent Profile

pseudo name :..... **B. Age:** ... **C. Gender** :..... **D. Group:**...

Please, read carefully the following situations where you are supposed to play the role of the respondent. Then, write your answers as you would react in the real life. Do not think too much and try to be as spontaneous as possible.

Suppose you have not understood what the teacher has just explained about “the theories of first and second language acquisition “. How would you ask for explanations about the acquisition process in each language?

- a. Should I ask you a question?
- b. How can I ask you a question?
- c. Excuse me sir, may I ask you a question?

Suppose you have a listening class and you cannot hear what is played on T.V. How would you ask your teacher to turn it up?

- a. I’m sorry Sir, but I cannot hear, can you please turn it up.
- b. I’ll ask you to turn it up.
- c. What? Turn it up please.

Suppose the teacher is writing with a red marker on the board, and the color really disturbs your eyes. How would you ask the teacher to use a different color?

- a. Why are you writing with red! It’s a pain in the neck.
- b. I think you must use another colour or I won’t see anything on the board.
- c. Excuse me Sir; I can’t read that colour of pen, do you think that you could use another colour when writing on the board?

Suppose you have been absent the previous session, and you have not understood a specific part on your own. How would you ask your teacher to give you a brief explanation about that part?

- a. Could you tell me what I missed last class?
- b. Could you please review the grammar very quickly...
- c. I don’t understand the material from the previous class meeting because I was absent can you please clarify it for me.

The teacher has announced the date of midterm exam but you have another exam on that same day. How would you ask your teacher to change the date of the exam?

- a. You need to change the date of the exam. We already have an exam on that day.
- b. Could we please possibly take the exam some other day?
- c. Couldn’t we just not have the exam? We have one exam already on that day.

Suppose you come late for an important class and the teacher is very punctual and principled. What would you say in this situation?

The Teacher: This is the third time you are late for this class. Next time I won't let you in.

- a. I understand. You are right, I won't be late again.
- b. Sorry but the important thing is that I attend, right?
- c. Things happen in life, sorry.

You have been asked to hand in your project, and the time is due. However, you have not prepared it, and you want to make an apology for that. What would you say in this situation?

The Teacher: I told you that there won't be an extension. Why didn't you prepare your term project?

- a. Sorry but I had too much other homework from my other projects to finish this one on time.
- b. Well, I had some unexpected problems, so you should make an exception for me.
- c. That's true. I'm sorry. I had some unexpected obstacles, but I understand that this is the policy.

You are almost asleep in the class while the teacher is teaching. The teacher gets very angry when he sees you sleeping in the class. What would you say in this situation?

The Teacher: Did you sleep well last night?

- a. I'm sorry; I will try to not let it happen again.
- b. I'm sorry, but I didn't sleep a wink last night.
- c. Pardon me. I couldn't help it.

Your teacher is giving a lecture on an important topic. You have a related question to that part of his lecture. How would you interrupt your teacher to pose your question?

The Teacher: ...constructivist views are very important for..... (interruption)

- a. I don't understand what you are talking about.
- b. Sorry but I really don't understand what are you saying!
- c. I'm sorry to interrupt but could you explain a little more?

Your cell phone suddenly starts ringing loudly amid a very serious discussion in the class. What would you say to the teacher?

The Teacher to the class: It is very important to respect each others' (the phone rings) views.

- a. I'm sorry! This is an important call. I'll just step out for a moment.
- b. (Immediately silencing the phone, which should have been silenced or turned off before the class meeting, and speaking in a very low volume so as not to increase the interruption)—I'm sorry.
- c. Oh, no! I meant to turn my phone off at the beginning of the class! I am deeply sorry, it would never happen again.

Appendix I: MDCT progress test2

The Respondent Profile

pseudo name :..... B. Age: ... C. Gender :..... D.

Group:...

Please, read carefully the following situations where you are supposed to play the role of the respondent. Then, write your answers as you would react in the real life. Do not think too much and try to be as spontaneous as possible.

Suppose the teacher is using power point to teach you writing in the class. How would you ask your teacher for the power point file?

- a. Is there any way that I could get a copy of the power point you used today to study with?
- b. Professor, would it be possible for me to get a digital copy of those slides? I really liked the way you organised the lesson.
- c. Is it ok if I get a copy of your PowerPoint?

Suppose you have got 14 on your reading test and you are sure that your score must have been higher. How would you ask your teacher to check your paper again?

- a. I know that I did better than 14. You must have made a mistake when you were grading.
- b. I studied really hard for this test and I thought that I would do better. What if you recheck my paper, I think there was a mistake in counting.
- C. 14. Is there any way that you could review my test and double check my grade?

Suppose you need a recommendation letter to apply for a job as a teacher at an English language institute very urgently for tomorrow. How would you ask your teacher to do that for you?

- a. Can you write me a recommendation letter? And I need it by tomorrow.
- b. hello Sir, I wonder if you could possibly give me a recommendation letter for my workplace.
- c. Could you please write me a letter of recommendation really quickly? The deadline is tomorrow and it's really important!

Suppose that you need to have your teacher's phone number in case you might have some questions while studying. How would you ask for his/her phone number?

- a. sorry Sir, could you possibly provide me with a telephone number where I could contact you with questions I might have during the class?
- b. I am going to need your telephone number so that I can call you with any problems I might have when I am studying.
- c. Is it Ok if I ask for your phone number in case I face any problems while studying?

Suppose you want to have an appointment with the teacher this week to ask some questions about your term project. How do you ask him for an appointment?

- a. Excuse me; are you available this week for me to ask a few questions about my term project?
- b. Would you like to keep your appointment with me?
- c. Do you mind if I arrange an appointment with you for this week?

You have an appointment with your family doctor and you need to leave early in order to be on time for your appointment with the doctor. What would you say to your teacher when you ask for an early leave?

- a. Excuse me. I am wondering if it would be OK for me to leave the class early for a doctor's appointment.....
- b. Excuse me! I have to leave now for a doctor's appointment.
- c. I have to go now; please tell me whether I'll miss anything important.

Suppose that the teacher is teaching and you are talking to your classmate.

The teacher gets angry with you. How would you react?

The Teacher: Don't you think it is impolite to speak while I'm teaching?!

- a. I beg your pardon. I won't let it happen again.
- b. OK OK...I guess you're right.
- c. Excuse me. I didn't mean to interrupt you.

You are daydreaming in the class and lose track of what the teacher has said. At once, he asks you a question about the topic under discussion. You are totally unaware of what has been going on in the class. How would you react?

The teacher: What are you thinking about? Are you following me?

- a. Sorry; I wasn't listening to you. What did you say?
- b. I'm really sorry I got sidetracked for a moment.
- c. I was thinking of something else; I don't understand what you are saying.

You are not ready for the class and you can't answer the questions given by the teacher. What would you say in this situation?

The teacher: I told you several times that you must be always ready for the class. Why didn't you study this chapter?

- a. I'm terribly sorry. I did study the material, but I am having trouble understanding it.
- b. I didn't have time to do the reading.
- c. I need to apologise and say that I had too much other work to do.

You borrowed a book from your teacher but you accidentally spilled a cup of coffee all over it. You return it to the teacher. What would you say to him/her?

The Teacher: (very angry) I can't believe it. This was the only copy I had.

- a. Sorry, it was an accident, chill out.
- b. I am deeply sorry. Please allow me to replace the copy.
- c. I'm desperately sorry but accidents happen, you know, I'll buy another copy.

Appendix J: The Coding Scheme for Requests

Alerters Prior The Head Act

Address Term		Excuse me plus title
	With Attention Getter	Sorry plus title
	Without Attention Getter Title	

Core (Head act) Strategies Used in Making Requests

Type	Strategy	Definition
Direct Strategies	Mood derivable	The grammatical mood of the verb indicates the illocutionary act.
	Explicit performatives	The illocutionary act is explicitly named.
	Hedged performative	The naming of the illocutionary act is modified by hedges
	Obligation statement	The obligation of the hearer to carry out the act is stated.
	Want statement	The speaker states his/her desire that the hearer carries out the act.
Conventionally Indirect Strategies	Suggestory formulae	A suggestion is made to carry out the act.
	Query preparatory	A reference to ability or willingness is made using a modal verb.
Nonconventionally Indirect Strategies	Strong hints	Partial reference to object needed for completing the act.
	Mild hints	No reference to the object of the act is made. But it is interpreted as a request by context.

Supportive Moves

Supportive move	Definition
Checking availability	A phrase preparing the hearer for the request by checking his/her availability or asking his/her permission
Getting a precommitment	An attempt to get the hearer's commitment
Grounder	Giving reasons, explanations or justifications that either precede or follow for a request
Sweetner	Announcing a reward due on fulfillment of the request
Disarmer	Avoiding any potential refusal
Cost minimiser	Reducing the imposition of a request

Adapted from Blum-Kulka et al. (1989) in their Cross Cultural Speech Act Realisation Project (CCSARP).

Appendix K: The Coding Scheme for Apologies

The Selection of an Explicit Illocutionary Force Indicating Device (IFID)

Selecting a routinised, formulaic expression of regret (a performative verb)	(be) sorry / Apologise / Regret / Excuse
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Potential Strategies Used in Making Apologies

Strategy	Definition
The cause for X	An explanation or account of the cause which brought about the offence
S's responsibility for X	An expression of the S's responsibility for the offence
S's willingness to offer repairs for X	An offer of repair for X
Promise forbearance	A promise that X will never happen again

The Intensifiers Used in Making Apologies (Blum-Kulka)

The type of the intensification	Definition
Within the IFID	Adverbials (very) / Repetition(really)
Externally to the IFID	An expression of concern for the hearer

Adapted from by Blum-Kulka et al. (1989) in their Cross Cultural Speech Act Realisation Project (CCSARP).

Résumé :

Basée sur le concept de la zone de développement proximal proposé par Vygotsky, la présente étude vise à examiner l'efficacité d'intégrer l'évaluation dynamique dans les cours de l'expression orale pour développer la compétence pragmatique des étudiants en troisième année anglais au sein de l'Université de Batna-2. Ainsi, il est supposé que l'incorporation de cette approche intégrant l'enseignement et l'évaluation dans une même activité pour instruire la communication orale aiderait les apprenants à développer les compétences pragmatiques. Pour atteindre les objectifs de cette étude, on a opté pour des approches quantitatives et qualitatives menées en deux phases accolées : étude de cas et recherche expérimentale. Dans un premier lieu, afin de recueillir des données de base pour l'expérimentation, un questionnaire avec une entrevue semi-structurée ont été destinés aux étudiants et enseignants d'anglais pour inspecter la situation de la compétence pragmatique des étudiants notamment les méthodes adoptées pour le développement de cette compétence. Dans un deuxième lieu, l'expérimentation a été menée avec deux classes intacts divisées en un groupe expérimental pour l'approche d'évaluation dynamique et à un groupe témoin pour l'approche traditionnelle. Pour une évaluation claire du développement de la compétence pragmatique, les sujets des deux groupes ont participé à remplir des Tâches de Complétion de Discours différentes (TCD) avant et après l'intervention pédagogique analysant leurs réponses selon deux schémas de codage des actes du langage : la demande et l'excuse. Les résultats de l'étude de cas ont montré que les étudiants avaient des difficultés en matière de la compétence pragmatique, malgré les nouvelles méthodes adoptées pour l'enseignement de la communication orale. Les résultats obtenus à partir du calcul du test-T ont démontré qu'il existe une différence statistiquement significative en faveur du groupe expérimental par rapport au groupe témoin, grâce à l'intégration de l'évaluation dynamique dans le développement des compétences pragmatiques. Selon les résultats révélés, ladite étude recommande l'adoption de cette approche dans l'enseignement de l'anglais comme une langue étrangère.

Mots clés : Zone de Développement Proximal, Evaluation Dynamique, Compétence Pragmatique, Tâche de Complétion de Discours. Théorie Socioculturelle, Actes de Langage.

ملخص:

تهدف هذه الدراسة إلى قياس فعالية إدماج التقويم الديناميكي المستوحى من النظرية السيسويوثقافية لفيغوتسكي Vygotsky ضمن دروس التعبير الشفهي في إطار تنمية الكفاءة التداولية لدى طلبة السنة الثالثة لغة إنجليزية بجامعة باتنة 2، وعليه افترضنا أن إدراج هذه المقاربة التي تقتضي دمج العملية التعليمية والتقييمية في النشاط نفسه، تساهم في تطوير الكفاءة التداولية لدى المتعلمين، ولتحقيق أهداف هذه الدراسة، ارتأينا الجمع بين المقاربة الكمية والكيفية عبر مرحلتين متكاملتين: دراسة الحالة والبحث التجريبي. أولاً، من أجل الحصول على معطيات أساسية لإنجاز البحث التجريبي تم الاعتماد على استبيان ومقابلة موجّهين لطلبة وأساتذة اللغة الإنجليزية بهدف معرفة واقع الكفاءة التداولية للطلبة وتحديدًا المناهج الدراسية المتبعة لتطوير هذه الكفاءة. ثانياً، تم اعتماد المنهج شبه التجريبي مع فوجين من طلبة السنة الثالثة لغة إنجليزية مقسمين إلى مجموعة تجريبية لمنهج التقويم الديناميكي وأخرى ضابطة للطريقة التقليدية. ومن أجل قياس نافع لتطور الكفاءة التداولية، تم إخضاع أعضاء المجموعتين لاختبارات خاصة بالكفاءة التداولية قبل وبعد التدخل البيداغوجي بتحليل إجاباتهم وفقاً لمخططي ترميز لأفعال الكلام "الإلتماس والإعتذار". وقد كشفت نتائج دراسة الحالة عن صعوبات على مستوى الكفاءة التداولية، على الرغم من الطرق الجديدة المتبعة في تعليم الاتصال الشفهي. وكما أثبتت النتائج المتحصّل عليها انطلاقاً من حساب T-Test وجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية مقارنة بالمجموعة الضابطة، وذلك بفضل الاعتماد على مقاربة التقويم الديناميكي في تطوير الكفاءة التداولية. ووفقاً للنتائج المتوصّل إليها توصي الدراسة بضرورة تبني هذه المقاربة في تدريس اللغة الإنجليزية.

الكلمات المفتاحية:

التقويم الديناميكي، الكفاءة التداولية، أفعال الكلام، النظرية السيسويوثقافية.