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**Exploring Pragmatic Competence of EFL Master Students in  
Performing the Speech Act of Inviting**

**The Case of EFL Master Students at Ibn Khaldoun University**

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master  
in Linguistics

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## **Dedication**

To my loving mother Khadera and my supportive brother Radwan. This thesis is dedicated to both of you, whose unwavering love and encouragement have been my pillars of strength throughout this academic journey. Your belief in me and your constant support have inspired me to push my boundaries and strive for excellence. I am deeply grateful for the sacrifices you have made and the countless ways you have contributed to my success.

Khadera, you have been my guiding light, my source of wisdom, and my greatest source of inspiration. Your unwavering faith in my abilities and your endless encouragement have shaped me into the person I am today. Your unconditional love has fuelled my determination, and for that, I am eternally grateful.

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This thesis is a testament to the values you have instilled in me, the lessons you have taught me, and the love you have showered upon me. Without you, this achievement would not have been possible. Thank you for always believing in me and for being my rock.

I dedicate this thesis to you both as a token of my immense love and gratitude.

With all my love,

**Takieddine Tuoti**

## **Dedication**

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### **List of Abbreviations and Acronyms**

DCT: Discourse Completion Test

EFL: English as a Foreign Language

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### **Abstract**

The primary aim of the present study is to examine the pragmatic competence of EFL master students at Ibn Khaldoun university in performing the speech act of inviting. The study seeks to determine the English and the Algerian Arabic strategies used by these students to produce inviting speech acts and find out whether the EFL master students use appropriate English strategies, or they transfer them from their mother tongue into English. To conduct this study, two discourse completion test were used. The first one includes eight hypothetical situations written in English, while the second one consists of the same situation used in the first discourse completion test, but these situations were translated into Arabic. Each situations elicits an invitation to be filled in by the 100 EFL master students at Ibn Khaldoun university. The situations are meant to gather information on the performance of inviting in relation to two social variables, which are power relation and social distance. The findings reveal the complexities involved in the pragmatic competence of EFL students when engaging in the speech act of inviting. Various factors such as cultural backgrounds, language proficiency levels, and exposure to target language and culture influence the students' pragmatic performance. The study also highlights common challenges faced by EFL students, including inappropriate language choices, failure to consider contextual factors, and difficulties in expressing politeness appropriately.

*Keywords:* Inviting strategies, pragmatic competence, pragmatic transfer, speech acts

## General Conclusion

Effective communication relies heavily on pragmatic competence, which encompasses the ability to use language appropriately in different social contexts, considering cultural norms, speaker intentions, and interlocutor expectations. Pragmatic competence plays a crucial role for successful interactions. It refers to the nonlinguistic knowledge that interlocutors hold Understanding and using language appropriately within various social contexts.

Learners' pragmatic competence in second language acquisition has been extensively examined. Numerous studies have been conducted to investigate the extent to which EFL learners are pragmatically competent in producing several speech acts. However, it seems that the Algerian EFL learners' pragmatic competence receives less attention. This motivates us to examine the pragmatic competence of EFL learners at Ibn Khaldoun university in performing the speech act of inviting.

The primary aim of the dissertation is to investigate the pragmatic competence of EFL master students at Ibn Khaldoun university in performing the speech act of inviting. The present research seeks to examine the strategies that EFL master students use to produce both English and Algerian Arabic inviting speech acts, and determine whether the students are pragmatically competent in producing the English inviting acts, or they just transfer the strategies from their native language to English. By delving into this topic, we aim to shed light on the complexities of pragmatic competence and provide valuable insights for language educators and learners.

The study at hands attempt to answer the following research questions:

1. What are the strategies that EFL master students use to perform English inviting speech acts?
2. What are the strategies they use to perform inviting speech acts in Algerian Arabic?
3. Do EFL master students use appropriate English strategies or transfer the inviting strategies from their native language to English?

As an attempt to answer the research questions listed above, the following hypotheses are proposed:

1. EFL master students at Ibn Khaldoun university may use several direct and indirect English inviting strategies.
2. EFL master students at Ibn Khaldoun university may use several direct and indirect inviting strategies in Algerian Arabic.
3. EFL master students at Ibn Khaldoun may transfer some inviting strategies from their native language to English?

This study holds several key significances. Firstly, it addresses a gap in the existing literature by focusing specifically on the pragmatic competence of EFL university students in the context of inviting. By examining the challenges and implications faced by these students, the findings will provide insights that can inform language educators and curriculum developers in designing more effective instruction. Secondly, the study contributes to our understanding of the complexities of pragmatic competence, shedding light on the interplay between language, culture, and social interaction. The findings may also have implications for intercultural communication and enhance our understanding of language use in diverse contexts. Lastly, the study may inspire further research in the field of pragmatic competence, encouraging scholars and researchers to explore additional speech acts or expand the investigation to different learner populations.

To conduct the present research, two discourse completion tests were used. The first discourse completion test includes eight hypothetical situations written in English, while the second one consists of the same situation used in the first discourse completion test, but these situations were translated into Arabic. Each situations elicits an invitation to be filled in by the 100 EFL master students at Ibn Khaldoun university, who play the role of the speakers. The situations are meant to gather information on the performance of inviting in relation to two social variables, which are power relation and social distance.

The dissertation consists of three chapters. Chapter one is theoretical. It is used to define the concept of pragmatic competence, examine the relation between pragmatic competence and communicative competence, and highlight the concept of pragmatic transfer and pragmatic failure. The chapter also presents the speech act theory and its principles. Chapter two is practical. It is used to explain the research protocol followed to conduct this study. It outlines the research aims, the research design, and the participants. Moreover, it describes the method used to collect the data. Chapter three is devoted to describe and discuss the results obtained from the participants.

# **Chapter One**

## **Pragmatic Competence**

## **1.1.Introduction**

This chapter provides a broad definition of the concept of pragmatic competence in addition to some related issues like the origin and the components of pragmatic competence. It also examines the relation between pragmatic competence and communicative competence. Moreover, the chapter highlights the concept of pragmatic transfer and pragmatic failure, and presents the speech act theory and its classification.

## **1.2 Pragmatic Competence**

### **1.2.1. Definition of Pragmatics**

Communication in society primarily relies on language as a means of expression. However, individuals who utilise language for communication are subject to society's regulations, which dictate their access to and influence over language usage. Pragmatics, as defined by Mey (1993), examines how language is employed in human communication within the societal context. Mey (1991) further explains that certain utterances can possess multiple interpretations based on the surrounding circumstances, indicating that speakers convey more than just the literal meaning. Therefore, pragmatics can be described as “the skill of deciphering implicit messages”, (Mey, 1991, p. 245)

Yule (1996) provided four distinct definitions of pragmatics. Initially, pragmatics is defined as “the study of speaker meaning” (p. 3). This first definition suggests that pragmatics focuses on the study of meaning as it is communicated by a speaker and interpreted by listener. Yule's second definition of pragmatics states that it is “the study of contextual meaning”, which involves understanding what individuals intend to convey within specific contextual situations and how the context influences their speech. Furthermore,

pragmatics is described as “the study of how more gets communicated than is said” (ibid.). This definition delves into the recognition that a substantial amount of communicative involves unsaid information. Lastly, pragmatics is referred to as “the study of the expression of relative distance”, indicating that speakers can gauge how much they need to articulate based on their perception of the listener's closeness or distance (ibid.)

Moreover, pragmatics encompasses the identification of two distinct intentions or meanings conveyed through verbal communication. Firstly, it involves the informative intent associated with the literal meaning of a sentence. Secondly, it entails the communicative intent or speaker meaning, as proposed by Leech (1993) and Sperber and Wilson (1986). Hence, pragmatics serves as a field of study that elucidates the use of language within specific contexts, focusing on the intended meaning of the speaker rather than the literal meaning of the utterance. Its primary aim is to elucidate social interactions facilitated through language. Consequently, pragmatics can also be described as “the examination of how linguistic expressions acquire meaning for individuals who produce and interpret them” (Leech & Thomas, 1985, p. 173).

### **1.2.2. Definition of Pragmatic Competence**

Pragmatic competence plays a significant role in effective communication (Lihui & Jianbin, 2010). According to Kasper (2001), it entails the acquisition of pragmatic knowledge and the ability to process it automatically in real-time situations. Fraser (1983, p. 29) defines pragmatic competence as the understanding of how a listener interprets a speaker's message and recognizes the underlying intentions conveyed through subtle nuances in their speech. Another definition provided by Fraser et al. (1980, p. 76) describes pragmatic competence as the knowledge of utilizing language appropriately within a social context. In essence, while linguistic competence refers to the knowledge necessary for constructing or comprehending



grammatically correct sentences, pragmatic competence pertains to the knowledge required to comprehend the meaning of such sentences when spoken in a specific manner within a given context.

According to Bialystok (1993), the acquisition of pragmatic competence necessitates language learners to possess several abilities, including the capacity to utilize various language functions, comprehend the speaker's underlying intention, and adapt speech based on contextual factors. Canale and Swain (1980) also regarded pragmatic competence as a crucial element within their model of communicative competence. Within this framework, pragmatic competence was classified as sociolinguistic competence, defined as the understanding of appropriate language use within specific contexts (Canale & Swain, 1980; Canale, 1983). Canale later expanded this definition by stating that pragmatic competence encompasses "illocutionary competence," referring to knowledge of the pragmatic conventions for performing acceptable language functions, as well as "sociolinguistic competence," which pertains to knowledge of sociolinguistic conventions for appropriately performing language functions within a given context (Canale, 1988, p. 90).

Bachman (1990) reintroduced and expanded upon several components in his model of language competence, mirroring those previously discussed. According to his model, pragmatic competence can be further divided into illocutionary competence and sociolinguistic competence. Illocutionary competence refers to the capacity to comprehend and express the illocutionary force of language functions, encompassing knowledge of communicative actions and their successful execution. On the other hand, sociolinguistic competence entails the ability to use language appropriately in various contextual settings, thereby producing utterances that align with the given context. In essence, pragmatic competence involves the effective communication of linguistic and social aspects of language,

necessitating individuals to possess the necessary proficiency for achieving successful communication (Bachman, 1990).

Scholars, (Canal & Swain, 1980, Broun, 1987, Bachman, 1990, Libui & Jainbin, 2010, Kasper, 2001.) have identified various components of pragmatic competence, including speech act theory, sociolinguistic competence, discourse competence, and strategic competence. Studies have shown that pragmatic competence is closely related to communicative competence and is vital for effective communication. Pragmatic competence is influenced by a variety of factors, including age, experience, culture, and instruction. Effective instruction can help learners develop pragmatic competence by teaching social and cultural norms, modelling appropriate language use, and providing opportunities for practice in authentic social situations. Overall, pragmatic competence is a complex and essential aspect of language proficiency that requires on-going development throughout the lifespan (Kasper, 2001).

Searle (1969) suggested that interpreting an utterance involves more than just decoding its linguistic meaning; it also requires an understanding of the speaker's intention and the social context in which the utterance is made. Pragmatic competence, therefore, encompasses the ability to recognize and respond appropriately to various speech acts, such as requests, invitations, and apologies.

Here are a few examples of pragmatic competence:

1. Requesting assistance: A person with pragmatic competence knows how to politely ask for help or support from others. For example, instead of saying "Give me that," they might say, "Could you please pass me that pen?"

2. Apologizing: Pragmatic competence involves understanding when and how to apologize appropriately. For instance, if someone accidentally bumps into another person, they might say, "I'm sorry, I didn't mean to bump into you."

3. Giving compliments: Knowing how to give compliments sincerely and contextually is an example of pragmatic competence. Instead of simply saying, "You look nice," a person with pragmatic competence might say, "That dress suits you really well. You have great style!"

4. Offering and refusing invitations: Understanding how to offer or decline invitations politely demonstrates pragmatic competence. For example, if someone invites you to a party, you might respond, "Thank you for the invitation! Unfortunately, I won't be able to make it, but I appreciate the thought."

5. Using appropriate humor: Pragmatic competence involves using humor in appropriate ways that match the social context. For instance, telling a light-hearted joke to lighten the mood during a casual conversation.

6. Respecting personal space: Being aware of personal space and understanding cultural norms surrounding physical proximity shows pragmatic competence. Adjusting one's distance during conversations to make others comfortable is an example of this competence.

7. Giving and receiving feedback: Pragmatic competence includes the ability to provide constructive feedback and receive criticism gracefully. Instead of becoming defensive, a person with pragmatic competence might say, "Thank you for your feedback. I'll take it into consideration and work on improving."

These examples demonstrate how pragmatic competence involves using language in a socially appropriate manner,

In addition to verbal language, pragmatic competence also involves using nonverbal cues such as facial expressions, gestures, and intonation to convey meaning and interpret the meaning of others. This is particularly important in situations where there are language barriers or where the meaning of an utterance may be ambiguous. (Kasper, 2001).

### **1.2.3. Origin of Pragmatic Competence**

The Origin of pragmatic competence can be traced back to the field of pragmatics, which is a branch of linguistics that studies how people use language in social interactions.

The development of the concept of pragmatic competence can be attributed to several scholars who have contributed to the field of pragmatics. Paul Grice is a prominent figure in the advancement of pragmatic competence, known for his work on implicature theory. His theory, published as “Logic and Conversation” in 1975, provides an account of how speakers imply meaning indirectly by counting on the listener's ability to deduce their intended meaning based on the situation in which the statement is made. Grice posited that speakers observe a group of conversational maxims, including the maxim of relevance, to ensure efficient communication.

Another significant contributor to the development of pragmatic skills is Dell Hymes’s work. Hymes introduced the concept of communicative competence in his 1972 publication ‘On Communicative Competence’, which encompasses not only linguistic skills but also pragmatic skills, sociolinguistic skills, and discourse skills. Hymes stressed the significance of context in language use and maintained that communicative competence entails the ability to use language effectively in various social situations.

In recent times, scholars have extended the idea of pragmatic skills, highlighting their importance in language education and acquisition. Anna Trosborg's book ‘Pragmatics across Languages and Cultures’ (1995) is an instance of such efforts, summarizing investigations on pragmatic skills in second language acquisition. Furthermore, Kathleen Bardovi-Harlig and Beverly Hartford's book ‘Interlanguage Pragmatics: Exploring Institutional Talk’ (1996) explores how pragmatic skills evolve in the setting of institutional conversation.

Additional noteworthy publications on pragmatic competence comprise Jef Verschueren's ‘Understanding Pragmatics’ (1999), which serves as an overview of the field of pragmatics, and Janet Holmes's ‘An Introduction to Sociolinguistics’ (2013), which explores the association between language and social setting.

## **1.2.4. Components of Pragmatic Competence**

Scholars,(Goffman,1967,Hall,1959,Yule,1996,Kasper,et,Al,2002,Beeb,et,al,2017and Adler,2019) argued that effective communication requires on a set of essential elements which can be summarized as follows:

### **1. Knowledge of social conventions and cultural norms**

Having knowledge of social conventions and cultural norms is crucial for effective communication and building relationships in diverse settings. It involves understanding the unwritten rules and expectations of social behaviour, which vary depending on the context, culture, and individual preferences. This knowledge includes knowing the appropriate language use in different social situations, such as formal or informal settings, and being aware of cultural differences in communication styles, such as indirect versus direct communication or high-context versus low-context communication. Understanding these nuances can prevent misunderstandings and help create a more inclusive and respectful environment (Hall, 1959).

### **2. Conversational skills**

Conversational skills are essential for effective communication, particularly in social situations. These skills encompass a range of abilities, such as the capacity to initiate and sustain a conversation, including active listening and engaging with the speaker. Moreover, it involves the ability to appropriately end a conversation without causing offense or awkwardness, and to recognize when a turn in a conversation has ended. Nonverbal cues, such as eye contact and body language, can also play a crucial role in effective conversation (Beeb, et al., 2017).

### **3. Contextual awareness**

Contextual awareness refers to the ability to understand and respond appropriately to the social and cultural context in which communication is taking place. It involves adapting language use to different situations and audiences, such as using formal language in professional settings and informal language in personal conversations. Moreover, it encompasses recognizing and interpreting nonverbal cues, such as facial expressions, tone of voice, and body language, which can convey meaning and emotions beyond words (Adler, et al., 2019).

#### **4. Politeness**

Politeness is an important aspect of effective communication, particularly in social and professional contexts. It involves using language that is appropriate and respectful, and avoiding language that may offend or cause discomfort to others. Politeness can be conveyed through the use of formal language, such as addressing others by their titles or using polite phrases such as "please" and "thank you." It can also be demonstrated through nonverbal cues such as maintaining eye contact, using appropriate gestures, and respecting personal space (Goffman, 1967).

#### **5. Pragmatic Comprehension**

Pragmatic comprehension refers to the ability to understand language in context and to interpret its intended meaning beyond its literal meaning. It involves the comprehension of figurative language, such as idioms and metaphors, humor, sarcasm, irony, and indirect speech acts, where the meaning is conveyed implicitly or indirectly. For example, understanding a joke requires not only recognizing the words used but also grasping the speaker's intended meaning, which often requires knowledge of social and cultural norms. Pragmatic comprehension is an essential component of effective communication, particularly in social interactions (Yule, 1996).

## **6. Pragmatic Production**

Pragmatic production refers to the ability to use language appropriately and effectively to convey meaning in a given context. It involves adapting language to the needs of the listener, such as using appropriate tone, register, and politeness strategies. For example, speaking in a formal tone and using polite language in a business meeting or speaking in a more casual tone with friends. It also includes using appropriate speech acts, such as making requests, giving orders, or expressing opinions, depending on the situation. Effective pragmatic production is crucial for building relationships, conveying information, and achieving goals in various social and professional settings (Kasper, et al., 2002).

### **1.2.5. Pragmatic Competence and Communicative Competence**

Pragmatic competence is considered as one of the fundamental aspects of communicative competence. As stated earlier, pragmatic competence refers to the appropriate use of language in different social and cultural contexts. Communicative competence, on the other hand, refers to the overall ability to use language effectively and appropriately to achieve communicative goals in a given situation. It includes not only pragmatic competence but also other language skills and knowledge needed to communicate effectively (Kasper, 2001, Hymes, 1972, Canal&Wain, 1980, Dublin &Obshtain, 1986, Bachman, 1990). These include:

#### **1. Linguistic competence**

Linguistic competence refers to the mastery of the grammar, vocabulary, and syntax of a language. Linguistic competence allows one to produce and understand grammatically correct sentences and use vocabulary appropriately (Kasper, 2001).

## **2. Sociolinguistic competence**

Sociolinguistic competence refers to the knowledge of the social and cultural norms that govern language use. Sociolinguistic competence allows one to understand and use language appropriately in different social contexts, taking into account factors such as age, gender, social status, and cultural background (Kasper, 2001).

## **3. Discourse competence**

Which refers to the ability to organize and structure longer stretches of language into coherent and meaningful units. Discourse competence allows one to produce and understand longer stretches of language, such as conversations, narratives, or academic texts (Kasper, 2001).

Communicative competence is essential for effective communication, as it involves not only using language appropriately in a given context but also understanding and adapting to the needs and expectations of the listener or interlocutor. Communicative competence also involves being able to adjust one's language use based on feedback and to repair communication breakdowns when they occur (Kasper, 2001, Bachman, 1990).

In summary, while pragmatic competence and communicative competence are related concepts, pragmatic competence focuses specifically on the ability to use language appropriately in social contexts, while communicative competence encompasses a broader range of language skills and knowledge needed to communicate effectively in a given situation. Both pragmatic competence and communicative competence are essential for effective communication in any language community (Kasper, 2001, Canal&Wain, 1980).

### **1.2.6. Pragmatic Transfer**



Pragmatic transfer is a phenomenon that occurs when speakers of one language apply their native language's pragmatic conventions to the communication of a second language. It refers to the influence of one's first language on the use of pragmatics in a second language, which involves the way language is used in context to convey meaning beyond the literal interpretation of words (Bardovi-Harlig, 2018).

The study of pragmatic transfer is crucial in second language acquisition research as it can affect L2 learners' ability to communicate effectively in a target language. According to studies (Bou, 1998, Kasper, 1992, Rizki, 2003, Keshavarz, 2006), learners' pragmatic competence in their L2 can be influenced by their L1 pragmatic norms, which may differ from those of the L2. This can result in communication breakdowns, misunderstandings, and cultural clashes (Bardovi-Harlig, 2018).

There are two types of pragmatic transfer: Positive transfer and negative transfer. The former occurs when the pragmatic conventions of the L1 facilitate the use of pragmatic strategies in the L2. In contrast, negative transfer occurs when the L1 pragmatic conventions interfere with the appropriate use of pragmatic strategies in the L2. Overgeneralization is another type of pragmatic transfer where L2 learners apply pragmatic strategies inappropriately based on their L1 norms. Pragmatic transfer has been studied in various contexts, such as the acquisition of English as a second language (ESL) by speakers of different L1s, the use of politeness strategies in intercultural communication, and the impact of pragmatic transfer on language assessment and testing. Researchers (mentions some of them) have also investigated the role of instructional and exposure in minimizing the negative effects of pragmatic transfer and promoting the development of pragmatic competence in the L2. These researchers maintained that understanding the phenomenon of pragmatic transfer is important in second language acquisition as it helps researchers and educators develop

effective teaching strategies that can enhance learners' pragmatic competence in their L2 (Bardovi-Harlig, 2018).

### **1.2.7 Pragmatic Failure**

Pragmatic failure is a term that refers to the inability of a speaker to use language appropriately and effectively in a given social context or situation. This can be due to a variety of factors, including a lack of familiarity with the social norms, expectations, or cultural assumptions of the context, leading to misunderstandings or miscommunications. As Thomas (1983) explains, pragmatic failure can be defined as “a breakdown in communication that occurs when speakers do not use language appropriately in a given social context” (p. 315). It is a failure to communicate effectively, often resulting in a lack of appropriate or expected responses from others in the conversation.

There are many reasons for pragmatic failure, such as a lack of knowledge of the cultural or social norms of the situation, an inability to recognize and use appropriate speech acts, or a failure to recognize and use appropriate conversational strategies. An example of pragmatic failure could be using overly formal language in an informal setting, failing to recognize and respond to indirect speech acts, or making inappropriate comments or jokes in a sensitive social situation (Thomas, 1983).

Pragmatic failure occurs when a speaker constructs grammatically correct sentences but unintentionally violates interpersonal relationship rules, social conventions, or disregards contextual factors such as time, space, and addressee, as described by Qian Guanlian (2002). Thomas (1983, p. 94) defines pragmatic failure as the situation where the hearer (H) perceives the intended meaning of the speaker's (S) utterance differently from what S intends to say.

Language learners often make mistakes or errors at both the discourse level and syntactic level. For instance, when expressing gratitude for dinner, they might say, "Thank you very much for dinner. You will come to our house next week," which may create a sense of obligation for the native speaker (Eisenstein & Bodman, 1993). These deviations from the target language, both in comprehension and production, by non-native speakers can lead to breakdowns or discomfort in cross-cultural communication.

### **1.3 Speech Act Theory**

Speech act theory is a branch of pragmatics that examines how people use language to perform actions. It encompasses various theories that focus on different aspects of speech acts. One of the most influential theories is Austin's Speech Act Theory, which was introduced by J.L. Austin (1962). His book 'How to Do Things with Words' outlines the concept of performative utterances. These are statements that don't just describe reality, but actually bring about a new state of affairs. For instance, saying "I now pronounce you husband and wife" at a wedding is a performative utterance that creates a new social reality. Austin also differentiated between illocutionary acts (the intended meaning of an utterance) and perlocutionary acts (the effect an utterance has on the listener).

Another prominent theory is Searle's Speech Act Theory, which builds on Austin's work and provides a more comprehensive view of speech acts. In his book 'Speech Acts' (1969), Searle identified five categories of speech acts: Assertives, directives, commissives, expressives, and declarations. He also proposed a set of rules that govern the felicity conditions of speech acts, or the conditions that must be met for a speech act to be considered successful.

Moreover, Bach and Harnish's Speech Act Theory emphasizes the role of context in determining the meaning of an utterance. In their book 'Linguistic Communication and

Speech Acts' (1979), they propose a set of principles that speakers use to infer the intended meaning of an utterance based on the context in which it is used.

### **1.3.1. Definition of Speech Acts**

A speech act refers to a form of communication where the speaker intends to achieve a specific purpose or effect through their utterance. Speech acts involve more than just conveying information or expressing opinions; they also involve using language to perform actions, such as making requests, giving orders, or making promises (Austin, 1962).

It has been assumed that the function of 'statement' can only be to describe some state of affairs, or to state some fact, on the other hand, it has been pointed out that not all sentences are used in making statements but also there could be questions, exclamations, and sentences expressing commands, wishes, or concessions. It is commonly known that many utterances which look like statements are either not intended at all, or intended in part, and many specially perplexing words embedded in seemingly descriptive statements do not indicate the circumstances in which the statement is made or the way in which it is to be taken and the like. Many traditional philosophical perplexities have arisen through the mistake of taking simple statements of fact utterances which are either non-sensical or else intended as something quite different (Austin, 1962).

There are different types of speech acts based on their intended effect, such as declarative, interrogative, directive, and expressive. Declarative speech acts are used to state facts or make assertions, while interrogative speech acts are used to ask questions. Directive

speech acts are used to give commands or make requests, while expressive speech acts are used to convey attitudes or emotions. (Sear, 1969, 1975).

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

Austin's theory of speech acts (1962) is a foundational concept in the philosophy of language, which investigates how language can be used to perform actions rather than just to convey information. In his theory, Austin distinguished between performatives and constatives. Moreover, he differentiated between direct and indirect speech acts. Furthermore, he identified three types of speech acts: Locutionary acts, illocutionary acts, and perlocutionary acts.

#### ***1.3.2.1. Performatives and Constatives***

Performatives and constatives are two distinct types of speech acts that serve different purposes in communication. Performatives are speech acts in which the very act of saying something brings about the intended result. The words themselves have the power to create or change the social reality in which they are spoken. Examples of performatives include apologizing, making promises, issuing commands, offering congratulations, and making declarations. For a performative speech act to be successful, certain conditions must be met. (Austin, 1962).

In contrast, constatives are speech acts in which the truth or falsity of the statement can be evaluated based on facts in the world. The statement can be judged as either true or false based on the correspondence between the statement and the state of affairs in the world. Examples of constatives include statements like "The cat is on the mat." Unlike performatives, constatives do not have the power to change social reality, but they convey information about the world (Austin, 1962).

It's important to note that not all statements can be neatly classified as either performatives or constatives. Some statements, like questions and exclamations, do not fit into either category. Additionally, some statements may have both performative and constative aspects, like when a judge says 'I sentence you to ten years in prison'. This statement is both performative and constative because it creates the reality that the person is sentenced to prison, and it can be evaluated as true or false based on whether the person is actually sentenced to prison (Austin, 1962).

According to Austin (1962), understanding performatives and constatives can help language users grasp how language can shape social reality and convey information about the world. By using language in different ways, one can bring about different outcomes and convey different types of information.

#### ***1.3.2.2. Direct and Indirect Speech Acts***

Direct and indirect speech acts are two ways that people use to communicate meaning and intentions to others. A direct speech act is a clear and explicit form of communication that directly expresses the intended meaning. It is a straightforward and unambiguous way of conveying a message that a listener can easily understand. For instance, if someone says 'please pass me the salt', the meaning is clear and unambiguous, and the listener can easily fulfil the request (Austin 1962; Searl, 1969).

On the other hand, an indirect speech act is a more subtle and implicit way of communication that requires the listener to infer the intended meaning. This type of communication can be more nuanced and complex, as it relies on social conventions and context to convey meaning. For example, if someone says 'it's getting warm in here', the speaker might actually be indirectly asking someone to turn on a fan or open a window. The

meaning is not explicitly stated, and the listener must interpret the message based on his/her understanding of the speaker's intentions and the broader situation (Austin 1962; Searl, 1969).

Indirect speech acts require the speaker to be aware of the listener's interpretation and the listener to accurately decode the intended meaning. This form of communication can be more challenging since the listener needs to rely on their knowledge of the context to interpret the speaker's intended message. Understanding the different types of speech acts can help improve communication and avoid misunderstandings (Austin 1962; Searl, 1969).

According to Austin (1962), both direct and indirect speech acts are important forms of communication that people use interchangeably depending on the situation and the intended message. While direct speech acts are clear and unambiguous, indirect speech acts are more nuanced and require a deeper understanding of social conventions and context to interpret the intended meaning. By understanding these types of speech acts, one can enhance his/her communication skills and avoid misunderstandings.

### ***1.3.2.3. Locutionary, Illocutionary, and Perlocutionary Acts***

Austin (1962) proposed three types of speech acts, which are: Locutionary, illocutionary and perlocutionary acts (Austin, 1962).

The concept of a locutionary act refers to the basic level of meaning in a speech act. When someone utters a sentence, the meaning of that sentence is determined by the meanings of the individual words and the structure of the sentence itself. For instance, consider the sentence 'The cat is on the mat'. This sentence has a locutionary meaning that conveys a particular situation where a cat is present on a mat. One can understand this meaning by looking up the definitions of the words used in the sentence and how they are arranged to form a grammatically correct sentence (Austin, 1962).

However, it is important to note that the locutionary meaning of a sentence may not be enough to fully comprehend the speaker's intention or the impact of their speech act. For instance, the sentence 'I'm fine' might have a locutionary meaning that suggests the speaker's well-being, but its illocutionary and perlocutionary meanings could be vastly different depending on the context and the speaker's tone of voice (Austin, 1962).

The illocutionary act refers to the intended meaning or purpose of a speech act that a speaker intends to convey. It represents the communicative intention behind the spoken words, and it can either be explicit or implicit depending on the type of speech act. For instance, a declarative sentence such as 'I promise to be there at 2 pm' has an explicit illocutionary act of expressing the speaker's commitment to be present at a specific time and location (Austin, 1962).

The context in which a speech act occurs plays a crucial role in determining its illocutionary act. The same sentence can have different illocutionary meanings in different contexts. For example, the question 'Can you pass the salt?' may have an illocutionary act of requesting someone to pass the salt or be interpreted as a polite way of ordering someone to do so (Austin, 1962).

Finally, the perlocutionary act is the effect that the speech act has on the listener. This effect can be emotional, cognitive, or behavioural, and it can either be intended or unintended. For example, if someone says, 'I'm sorry', the illocutionary act could be to make the listener forgive them, or to make them even more angry if the apology is insincere (Austin, 1962).

It's important to note that the perlocutionary act is often related to the illocutionary act, since the intended effect on the listener is often related to the function of the speech act. For example, if the illocutionary act of a persuasive speech is to convince the listener to adopt



a certain belief or take a certain action, the perlocutionary act would be the listener actually being convinced to adopt the belief or take the action (Austin, 1962).

From Austin's view point, understanding all three aspects of a speech act can provide a deeper understanding of the speaker's intention and the impact of the speech act on the listener. By analysing the locutionary, illocutionary, and perlocutionary acts, one can better understand the complex dynamics of human communication and the ways in which language can be used to achieve various goals (Austin, 1962; Searl, 1969; Bach, 2014).

#### ***1.3.2.4. Felicity Conditions***

In order for an utterance to achieve what it set out to do, it is essential for certain basics, known as felicity requirements, to be met first. It is possible that the speech act will not be successful if these prerequisites are not satisfied. According to Austin (1962), there must be an existing and accepted conventional procedure with a certain conventional effect, and that procedure must include the utterance of certain words by certain persons in certain circumstances. In addition, the particular persons and circumstances in a given case must be appropriate for the invocation of the particular procedure that is being invoked.

Regarding the felicity requirements, Austin (1962) used the terms felicitous and infelicitous. He maintains that an utterance is only considered felicitous if it is well-formed from a pragmatic standpoint. Infelicitous utterances are those that are insignificant, unimportant, or otherwise inappropriate for the context of the statement in which they are found. In other words, an utterance is considered to be felicitous if both the speaker and the audience understand each other's meaning. If this is not the case, then the utterance is considered to be improper.

### **1.3.3. Searl's Speech Act Theory**

According to Atawneh (2016), Searle (1969) offers criticism towards Austin's classifications of illocutionary speech acts, makes modifications to the names of certain categories, and alters the definitions of others. Consequently, Searle (1969) presents a classification of verbs into five categories that can be used to determine the illocutionary force of an utterance within a specific context. These categories are:

#### **1. Representatives**

These speech acts tell people how things happen. Examples of verbs in this class: suggest, describe, insist, swear, analyse, etc.

#### **1. Directives**

These speech acts are used get people to perform things. Examples of verbs in this class: order, invite, want, request, etc.

#### **2. Commissive**

These speech acts express what people intend to examples of verbs in this class: favour, intend, contract, promise, shall, etc.

#### **3. Expressive**

These speech acts express people's feelings and attitudes towards the propositions. Examples of verbs in this class: Thank, criticize, congratulate, apologize, etc.

#### **4. Declarative**

These speech acts promote people to make changes through their utterances. For example, resign, fire somebody, appoint somebody, etc.

Furthermore, Searle (1969; 1975) examined other important aspects of speech acts in his theory, such as the role of authority, discourse relations, the force or strength with which the illocutionary force is presented, and differences between acts that require extra-linguistic institutions for their performance and those that do not.

Austin and Searle's speech act theory has had a significant impact on various fields of inquiry, including philosophy, linguistics, communication studies, and artificial intelligence. The theory has helped researchers to better understand the complexities of language use beyond its literal meaning and has led to the development of new fields of inquiry, such as pragmatics and discourse analysis (Schiffrin, 1994; Clark, 1996).

#### **1.3.4. The Speech Act of Inviting**

Inviting is a speech act that is commonly used in everyday communication. It involves making a request or suggestion for someone to join or participate in an event or activity. The act of inviting is an example of a directive speech act, as it is intended to influence the behaviour of the recipient and elicit a response. According to Searle (1969), the illocutionary point of an invitation is to get the hearer to attend an event or join an activity. (Searle, 1969)

There are different types of invitations, ranging from formal to informal, and from explicit to implicit. A formal invitation typically includes specific details such as the time, date, and location of the event, while an informal invitation may be more casual and open-ended. An explicit invitation directly asks the recipient to attend, while an implicit invitation may be conveyed through indirect language or nonverbal cues. (Searle, 1979, Leech, 1983)

In their book 'Pragmatics and Discourse', Klaus and Barron (2014) discussed the role of invitations in discourse. They noted that invitations often serve as a means of expressing politeness and establishing social relationships. The authors also pointed out that invitations can be influenced by cultural and contextual factors, such as gender roles and power dynamics.

Likewise, Eva L. van der Meer and Pieter Desmet (2021) discussed, in their research 'The Art of Inviting: Exploring the Role of the Host in Invitation Design, the design of invitations and how it can influence the recipient's response. They argue that the visual and textual design of invitations can convey social cues and expectations, and can affect the recipient's perception of the event and their willingness to attend.

Bích Hà (2010: 3) believes that "To have successful conversations, each interlocutor has to perform some conversational principles such as the cooperative and the politeness principles." Thus, employing politeness utterances in the communicative process is necessary in invitations.

### **1.3.5. Studies on Pragmatic Competence**

Several studies have investigated the pragmatic competence of EFL learners, particularly in the area of speech acts. Invitations are a common speech act used in everyday communication and have been the focus of several studies in the field of pragmatics.

Al-Khatib (2006) conducted a study with the aim of exploring the nature of invitation making and acceptance in Jordanian society from a pragmatic point of view. The results showed that Jordanian language has a particular pattern of inviting that can be understood by people who share the same cultural background. When people have the same language and culture, they will understand and appreciate each other's utterances. Furthermore, Al-Khatib's study revealed that Jordanian Arabic speakers used various strategies for making an

invitation, accepting, or refusing it. When they invite each other, they use explicit strategies and offer a variety of good wishes. In accepting invitations, they thank each other and express good wishes. In declining invitations, they tend to apologize and offer good wishes. Also, the findings showed that social distance in relation to sex and age of the speaker is an essential factor in determining the type of strategies used for making, accepting, or refusing an invitation.

Suzuki (2008) in his study examined pragmatic strategies employed by native English speakers for the performance of an English speech act of invitation through analyzing the responses provided by U.S. University undergraduate students. The analyses of the linguistic strategies have been carried out at the lexical, grammatical, and discourse levels, with the strategy combinations, applied by Native American English speakers. The results explained that the use of corpus data can be effective for English Language Teaching by supplying appropriate materials of the English language to use them when performing invitations. The results illustrated how the speech act of invitation was accomplished by American university undergraduate students and these results are beneficial not only for language description but also for English language teaching.

Ibrahim (2012) aimed to investigate invitations and invitation responses in both refusals and acceptances in Egyptian Arabic and American English in relation to three variables, social power, social distance, and degree of weightiness. The results showed that Egyptians prefer to invite others with more direct utterances than Americans. In accepting invitations, Americans and Egyptians tend to accept directly. In declining invitations, Americans and Egyptians avoid saying No directly and Egyptians tend to use more indirect

formulas than Americans. The variables of power, distance, and degree of weightiness have a significant role in influencing participants' responses.

Eshreth (2014) conducted a cross-cultural socio-pragmatic study of invitations in Palestinian Arabic and American English. The study aimed to investigate the using of indirect and direct politeness strategies by American English native speakers and by native speakers of Palestinian Arabic when making, accepting, and declining invitations in relation to social status, social distance, age, and gender. Also, it aimed to investigate the applicability of Brown & Levinson's theory (1987) to the Palestinian context and to suggest some implications for teaching invitations to learners of foreign languages with attention to the effect of politeness.

Eshreth (2014) in his study showed that Palestinians and Americans used different strategies in accepting and refusing invitations. The Americans are more economical in their choices of the number of symbols of the refusal and acceptance strategies. Also, the study revealed that Brown & Levinson's model (1987) is not applied in Palestinian society. The model was built on Western criteria and its authors set up some principles and observed their applicability to Western cultures. Thus, these principles are viable and certainly can be applied to some other societies. Furthermore, Palestinian learners of English and American learners of Arabic should be aware of the cultural differences in the preference for the choice of politeness strategies between Americans and Palestinians. They should be informed that American English learners use conventional indirect structures to perform the speech act of invitations while Palestinian Arabic speakers have the habit of performing it directly.

Moreover, Eshreth (2015) conducted the study with the aim of analyzing how Palestinians and USA speakers respond to invitations. When performing an invitation, the inviter may receive different types of responses: acceptance or refusal. This study focused on

refusals invitations in Palestinian and American societies. Refusal may be a face-threatening act to the inviter because it contradicts his/her expectations. The study revealed that Palestinians and Americans used different strategies to mitigate the effect of the face-threatening act on the inviter who reject the invitation. Palestinians believed that the use of apologetic expressions is a significant act of politeness. They used various politeness strategies to show their awareness that something wrong has happened and it has to be improved. Also, this study showed that cross-linguistic differences indicate the differences in cultural values. Americans value individualism and equality, while Palestinians value collectivism and social hierarchy. Collectivism influenced Palestinians to be harmonious in social communication but Americans advocate individualism and freedom, so their association is more simple and direct. However, politeness is what people in both cultures are concerned about.

Abbood (2016) in his study aimed to find the ability of Iraqi EFL learners to understand and produce utterances related to the two speech acts of invitation and offer. Moreover, it aimed to investigate the strategies Iraqi EFL learners adopt when performing the two speech acts and to examine the differences that exist among them in relation to gender and year in their abilities to produce the two speech acts of invitation and offer. This study revealed that Iraqi EFL students faced some challenges in producing the two speech acts and used different imperative and interrogative strategies. Also, this study explained that there is a positive relationship between the factor of year and the students' ability to understand and produce the two speech acts.

#### **1.4. Conclusion**

This chapter dealt with a broad definition of pragmatic competence and discussed some related issues and gave an overview of the main areas of pragmatics competence and pragmatic transfer. It also described the speech act theory and reviewed some previous studies that investigate the relationship between pragmatic competence and the speech act of inviting.



**Chapter Two**  
**Research Methodology**

## **2.1. Introduction**

This section presents the methodology employed in exploring the pragmatic competence of EFL Master students at Ibn Khaldoun university in performing the speech act of inviting .it outlines the research aims, the research design, the participants. Moreover, it describes the method used to collect the data

## **2.2. Research Aim**

The primary objective of this research is to explore the pragmatic competence of EFL master students at Ibn Khaldoun university in performing the invitation speech act. The study aims to investigate the methods utilized by these students when generating invitation speech acts in both Algerian Arabic and English, and to ascertain whether they possess pragmatic competence in producing invitation acts in English or if they simply rely on transferring strategies from their native language to English. The research endeavours to analyse the strategies employed by the students and determine their level of pragmatic competence in performing invitation speech acts in English.

## **2.3. Research Design**

According to Creswell (2014), research design is “the blueprint or plan for carrying out the research project” (p. 4). Similarly, Leedy and Ormrod (2013) define research design as “the master plan specifying the methods and procedures for collecting and analysing the needed information" (p. 47). The present research adopts a quantitative case study design, which allows for an in-depth investigation of the pragmatic competence of EFL Master students in performing speech acts. This design enables researcher to gain rich insight into participant's beliefs, experiences, and behaviours within a specific context .By focusing on a single institution, Ibn Khaldoun university , the study can provide a detailed understanding of

the participant's pragmatic competence and its specific challenges in the context of EFL program .

#### **2.4. Participants**

A group of 100 EFL master students enrolled at Ibn Khaldoun university have been chosen to be the representative sample of this study. The participants consist of both male and female students whose age between 20 to 30 years. The participants involved in this study are master one and master two students. The study aims to include a diverse group of participants with different linguistic backgrounds and levels of English proficiency to capture their pragmatic competence.

#### **2.5. Data Collection**

To conduct the present study and collect data from the participants, two discourse completion tasks were used. Several scholars (Blum-Kulka, 1982; Bergman and Kasper, 1993) that the most suitable way to collect a large sample of data in a relatively short time and in controlled and stable circumstances among all the linguistic data elicitation is the discourse completion task. This method is most frequently used for eliciting speech act data in contrastive and interlanguage pragmatic research (Bardovi-Harlig & Hartford, 1993). Discourse completion task can be defined as "written questionnaire including a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context" (Kasper & Dahl, 1991, p. 221).

Blum-Kulka (1982) observed that DCT has been used as a way to gather linguistic data in a lot of speech act studies such as: Olshtein and Cohen (1983), Kasper (1989), Bergman and Kasper (1993) for apologies; Eisenstein and Bodman (1986) for expressions of gratitude; Bardovi Harlig and Hartford (1991) for refusals; House and Kasper (1987), Blum

Kulka and house (1989), Faerch and Kasper (1989) for requests; and Wolfson et al. (1983) for invitations.

DCTs have been used in various fields of study, including second language acquisition, intercultural communication, and sociolinguistics. They have been used to investigate the acquisition of pragmatic competence in second language learners (Rose, 2005), the impact of cultural differences on communication styles (Kasper & Rose, 2001), and the role of context in shaping conversational norms (Schegloff, 1992).

### **2.5.1. Types of DCT**

Five types of DCT have been designed up to now , according to the purposes and the theoretical background of the different speech act research projects .

#### **1. The classic format**

In this format, the participants are asked to fill in a hypothetical dialogue where the rejoinder of the interlocutors is given already, after a short description of the situation. This format was in Blum-Kulka, House and Kasper' study (1989).

#### **2. The Dialogue construction**

It is similar to the first type the only difference that the rejoinder is not provided and the dialogue is already initiated by the interlocutors.

#### **3. The open item verbal response format**

In this type of studies, the participants are left free to respond without any limitation or influence given by a possible answers. They are asked just to provide verbal response.

#### **4. The open item free response construction**

It is also similar to the third type, in this type the participants are left free to indicate if they would give a verbal response, a non-verbal response or if they would not do nothing at all.

#### **5. The improved open item verbal response:**

This type was developed by Billmyer and Verghese (2000), on the base of the open item verbal response.

#### **2.5.2. Advantages and Disadvantages of DCT**

According to Wigglesworth and Yates (2004), DCTs have several advantages as a research tool, including their ability to control and standardize the data collection process, their flexibility in terms of the types of data that can be elicited, and their potential for use in both cross-cultural and longitudinal studies.

The DCT has been used in various studies related to second language acquisition, such as investigating the effects of instruction or language proficiency on language use (Kormos & Denes, 2004; Schauer & Adolphs, 2006). It has also been used in studies on interlanguage pragmatics, which investigates how non-native speakers of a language use language in different social contexts (Bardovi-Harlig, 2001; Félix-Brasdefer, 2010).

Nurani (2009) stated that DCT allows the collection of large amount of data in a limited time also can be administered to a large number of people from different cultural backgrounds. Similarly, according to Beebe & Comings (1985), the DCT is a highly effective method of gathering a large amount of data quickly . Furthermore, they stated that DCT is appropriate in gather insight into social and psychological factors that are probably to effect speech and performance. Besides, because this extract techniques allows the researchers

to manage for Situation, the researchers can manipulate the variables of interest (eg,gender , social distance ,power ,age ....).

Despite its attractiveness, the reliability of the Discourse Completion Test (DCT) in collecting appropriate data has faced increasing scrutiny and has been subject to validation studies. Moreover, the disadvantages associated with its use have gradually come to light. Nurani (2009) argued that the "hypothetical nature" of the scenarios presented in the DCT may undermine the authenticity of responses when it comes to their truthfulness. Furthermore, the simplistic depiction of situations within the DCT fails to fully capture the intricate dynamics of real-life conversations. Additionally, individuals' claims about their potential responses in a given situation may not necessarily align with their actual behaviour in that specific circumstance.

Furthermore, because the DCT elicits written responses, certain kinds of information such as elaborated responses typically found in naturally occurring interactions, prosodic, and nonverbal features of oral interaction cannot be obtained through this data collection method (Cohen, 1996; Hartford & Bardovi Harlig, 1992). Wolfson (1989) also pointed out that short decontextualized written responses may not be comparable to authentic spoken interaction. Beebe and Commings (1985, 1996), likewise, noted that DCT responses do not adequately represent "the actual wording used in real interaction; the range of formulas and strategies used (some, like, avoidance, tend to be left out); the length of response of the number of turns it takes to fulfil the function; the depth of emotion that in turn qualitatively affects the tone, content and form of linguistic performance; the number of repetitions and elaborations that occur; or the actual rate of occurrence of a speech act, e.g., whether or not someone would naturalistically refuse at all in a given situation" (p. 14).

### 2.5.3. The Design of the DCT

All participants were asked to fill out a discourse completion test in two versions (English and Algerian Arabic). The discourse completion test used in this investigation involved eight (8) situations that reflect real life events. Each situations elicits an invitation to be filled in by the participants who play the role of the speaker. The situations are meant to gather information on the performance of inviting in relation to two social variables, which are power relation and social distance. Power relation (P) refers to the social status of the speaker in relation to the hearer. That is, whether the speaker has a higher (+P) or less (-P) social status than the hearer. Social distance refers to the degree of the intimacy between speaker and hearer. That is, whether the interlocutors are socially close (-D) or distant (+D). Table (1) below summarizes the design of the discourse completion task used in this study.

Table (1): *The Design of DCT*

Power relationship	Social Distance	Inviter	Invitee	Pragmatic Situation
+	+	Teacher	students	To attend a conference
+	+	Boss	employer	To have a lunch with you
+	-	Old brother	Young brother	To play video games with you
+	-	Mother/father	Son	To celebrate Eid with you
-	+	Neighbour	New neighbour	To have a dinner at home
-	+	Student	New Colleague	A cup of coffee
-	-	You	Close friend	To join you (trip)
-	-	You	Close friend who lives in another city	To visit you at your home and stay for a week.

## **2.6. Conclusion**

This chapter described the research methodology followed to conduct the research and collect the data. It explained the research aim and research design. Moreover, it described the participants involved in this study. The chapter also detailed the methods used to collect the data. It defined the discourse completion task, listed its advantages and disadvantages, and described the rationale behind using the situations and the design of these situations.



# **Chapter Three**

## **Results and Discussion**

### 3.1 . Introduction

This chapter presents the analysis of the collected data and the interpretation of the results obtained from the study exploring EFL learner's pragmatic competence in performing the speech act of inviting. The interpretation of the results aims to unravel patterns, tendencies, and potential challenges observed in the participants' pragmatic competence, while considering factors such as proficiency levels and sociocultural backgrounds.

### 3.2. Data Analysis

Statistical analysis was conducted using a quantitative approach in this study. The primary objective of the analysis was to examine the average number of strategies employed per participant response across various types of strategies. Specifically, the present research investigated invitation strategies, categorizing them, using the classification of Al-Khatib (2006), Suzuki (2009), and Tillitt & Bruder (1999), into direct and indirect invitation. Each category includes a set of invitation speech acts.

➤ **Direct invitation:** This category includes:

- (a) Performative speech acts, such as ‘I would like to invite you to dinner tomorrow at my home’.
- (b) Imperative speech act, such as ‘let’s go to our home for lunch’.
- (c) Declarative speech act (suggestion), such as ‘we just thought it would be great to have you over dinner’
- (d) Conditional speech act, such as ‘I’m having a party if you want to come’.
- (e) Hoping speech act, such a ‘I hope you accept my invitation’.

➤ **Indirect invitation:** This category includes

- (a) WH question invitation (Interrogative form), such as ‘why do not you come around for dinner ?

(b) Yes /no question invitation (interrogative form), such as ‘can you come over and join us ?

(c) Asking willingness, such as ‘would you like to come to my party in my house?’

### 3.2.1. English Inviting Strategies

The analysis of the eight situations of the DCT shows that most of the students face difficulty in producing speech acts of invitation in English. The results reveal that 44% of the participants use correct strategies, while 56% of the participants employ incorrect ones.

#### ➤ **Situation 01: A teacher inviting student to attend an important conference**

To invite a student to attend an important conference, the EFL learners use four strategies.

The frequency of use of each strategy is provided in table (2) below.

Table (2): *English inviting strategies in the first situation.*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	5%	27%
	Declarative speech acts	0%	
	Imperative speech acts	22%	
	Conditional speech acts	0	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	0%	73%
	Yes/no question	33%	
	Asking willingness	40%	
	Total	100%	

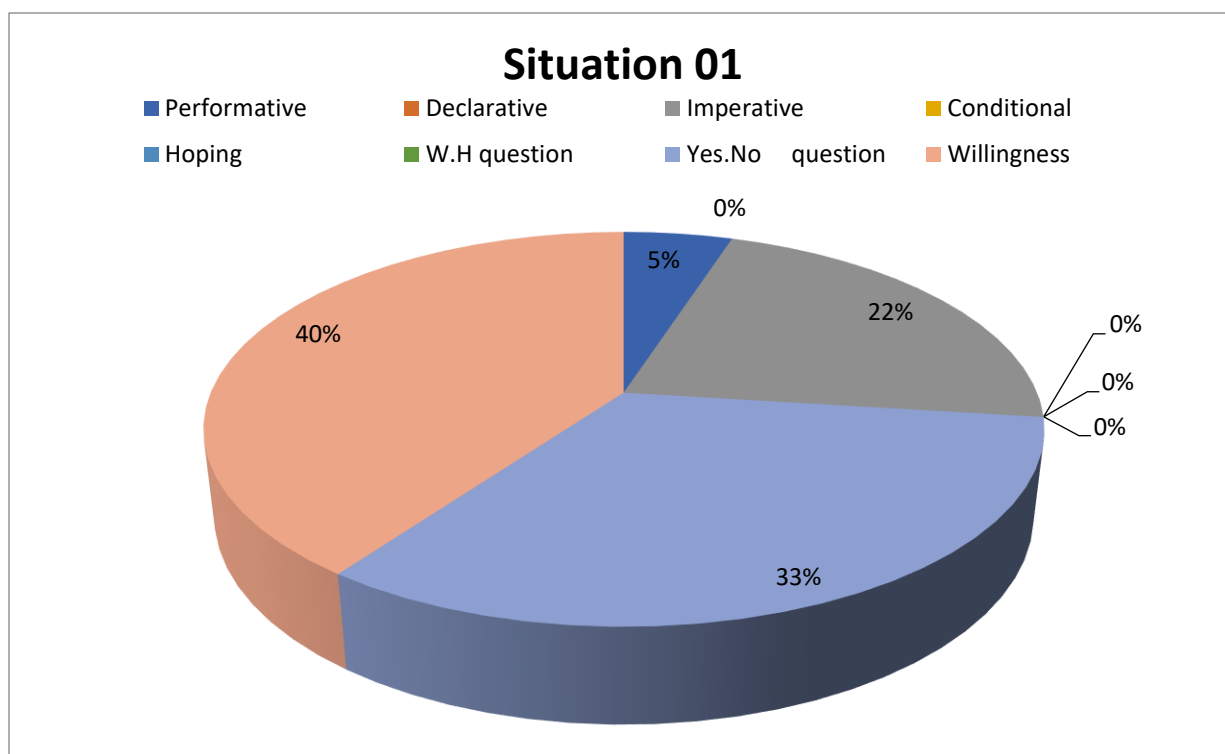


Figure (1): *English inviting strategies in the first situation*

In situation 01, the inviters have more power than the invitee; and they are not socially close (a teacher wants to invite his or her students to attend a conference). The majority of participants (73%) preferred to use two indirect strategies when inviting unfamiliar individuals of lower status. The results show that 40% of the participants ask willingness such as ‘would you like to join us?’ and ‘would you like to attend the conference? While 33% of them uses yes/no questions, like ‘do you want to come?’.

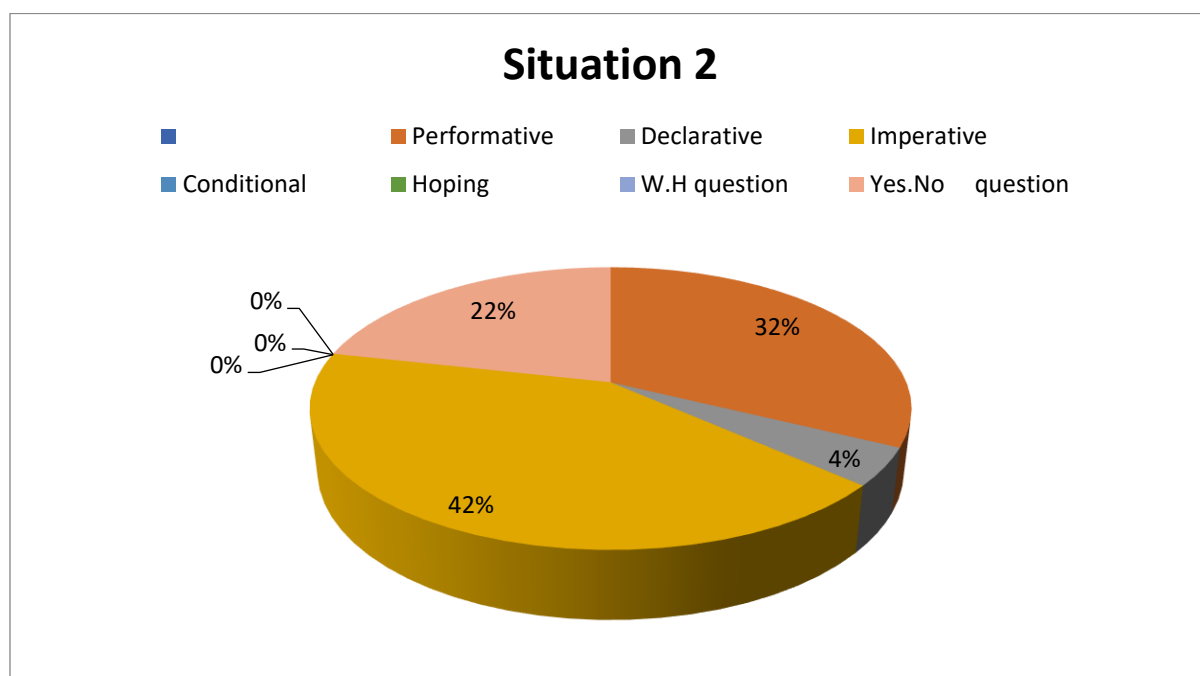
In addition to indirect strategies, it seems that 22% of the EFL learners perform direct imperative speech acts, a such as ‘be on time’ and ‘join us’; whereas only 5% employ performative speech acts like ‘ I would like to invite you to the conference’

➤ **Situation 02: A Boss inviting an employer to have lunch with him/her**

To invite an employer, by a boss, to have lunch with him/her, the EFL learners use five strategies. The frequency of use of each strategy is provided in table (3) below.

Table (3): *English inviting strategies in the second situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	30%	73%
	Declarative speech acts	4%	
	Imperative speech acts	39%	
	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	0%	27%
	Yes/no question	20%	
	Asking willingless	7%	
	Total	<b>100%</b>	100%

Figure (2): *English inviting strategies in the second situation*

In the second scenario, a speaker holds more power than a listener (a boss inviting an employee to have lunch with him). In this situation, it was observed that the majority of participants (73%) preferred to use direct invitations rather than indirect ones. The results reveal that 39% of the EFL master students prefer to use imperative sentences, such as ‘Let’s go to the restaurant to get lunch’, while 30% opted for performative sentences, like ‘I would like to invite you for lunch in the restaurant’. Moreover, the results also show that the participants use indirect speech acts. 20% of these participants employ yes/no questions, such as ‘can you come to get lunch with me?’, ‘can you go with me to get a lunch at a restaurant?’, and ‘do you want to have lunch with me at a restaurant’. However, only 7% ask willingness; as in ‘ I will be glad if we get lunch together’.

➤ **Situation 03: Old brother/sister invites hi/her young brother/sister to play video games with him/her**

To invite an young brother /sister, by an old brother/sister, to play video games with him/her ,the EFL learners use five Strategies. The frequency of use of each strategy is provided in table (4) below

Table (4) : *English inviting strategies in the third situation*

	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	08%	78%
	Declarative speech acts	10%	
	Imperative speech acts	53%	
	Conditional speech acts	7%	
	Hoping speech acts	0%	
	Wh question	0%	

Indirect speech acts	Yes/no question	22%	22%
	Asking willingness	0%	
	Total	<b>100%</b>	100%

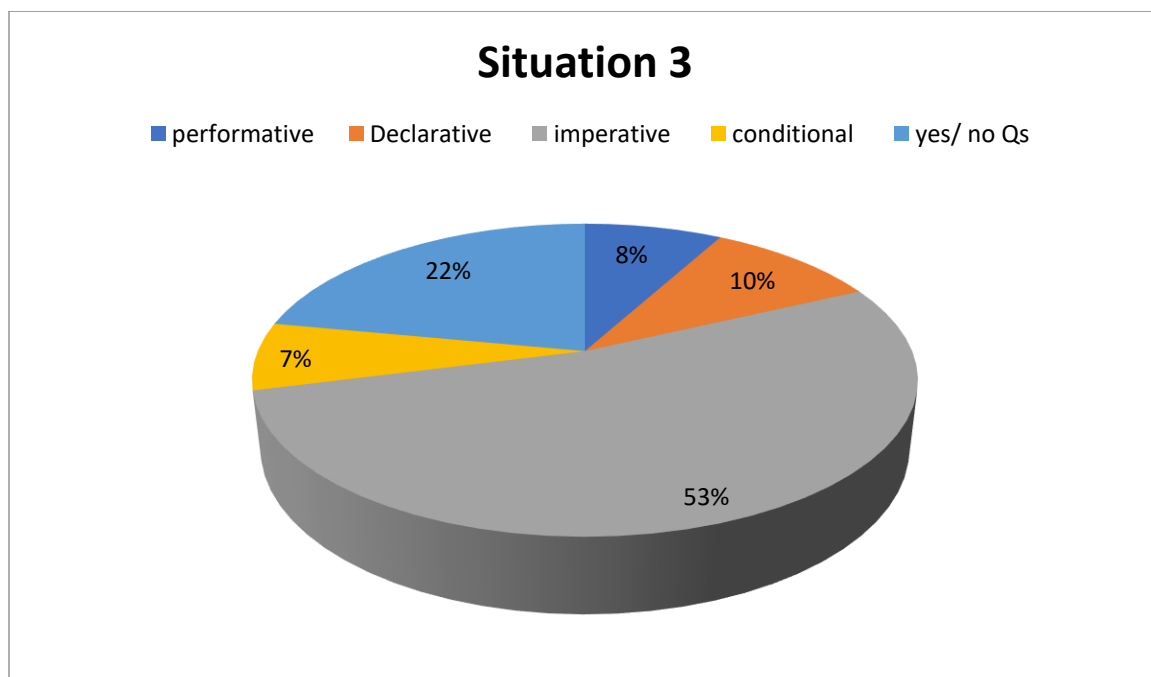


Figure (3): *English inviting strategies in the third situation*

In situation (3), the speaker is an old brother/sister and the hearer is a young brother/sister. All speakers tend to use direct strategies in their invitations when they play a role as old persons to invite their young brothers/sisters to play video games with them. 53% of the participant use imperative speech acts such as ‘come to play video games’, while 10% employ declarative speech acts, as in ‘I would like to invite you to play video games with me’.

The results also show that 8% of the participants use indirect strategies like yes /no questions. These participants produce speech acts like ‘can you come play videogames

with me' and 'Are you free? I'd like to invite you to play video games together and eat popcorn'.

➤ **Situation 04: Mother/father inviting a son to celebrate the new year with them**

To invite a son, by his mother/father, to celebrate the new year with him/her, the EFL learners use four strategies. The frequency of use of each strategy is provided in table (5) below.

Table (5): *English inviting strategies in the fourth situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	0%	84%
	Declarative speech acts	3%	
	Imperative speech acts	80%	
	Conditional speech acts	1%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	0%	16%
	Yes/no question	16%	
	Asking willingness	0%	
	Total	<b>100%</b>	100%



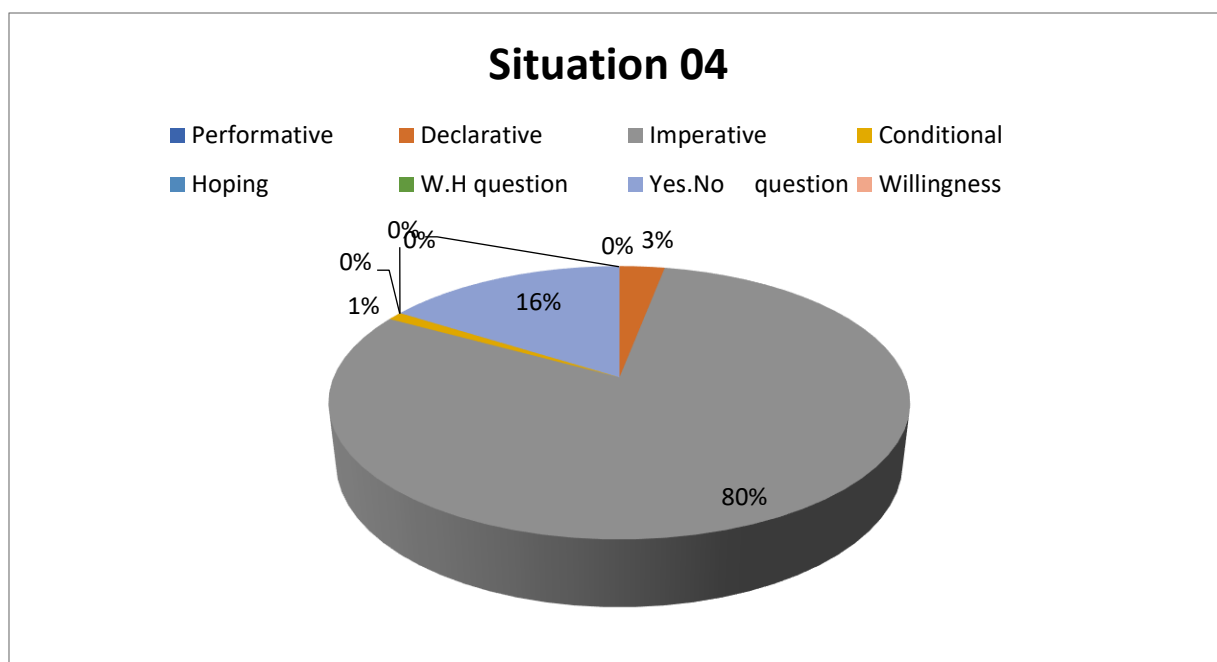


Figure (4): English inviting strategies in the fourth situation

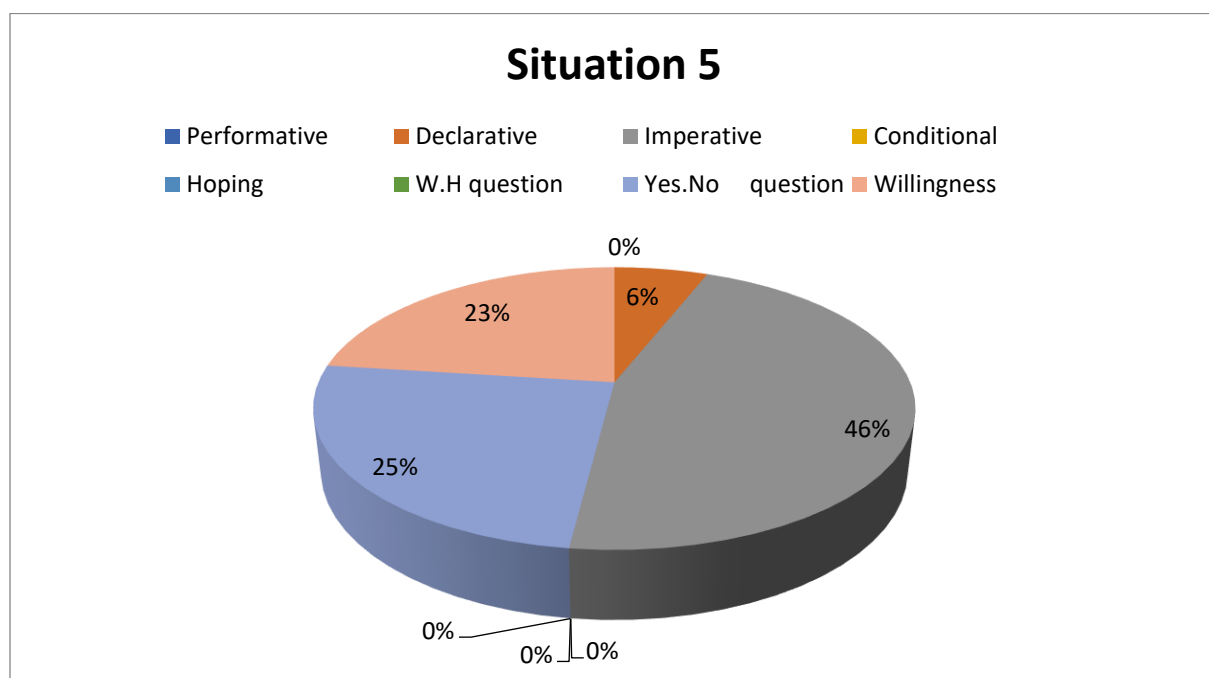
In these situations, the speaker has more power than the hearer; but they are socially close, the speaker and the hearer are in a close relationship and the speaker (mother /father) is in a higher power or position than the hearer (son). In this case, direct invitations in the form of imperatives are commonly used. This preference stems from the close relationship between the speaker and hearer, where the speaker assumes a higher power or position. The majority of the EFL students use speech acts, such as ‘come to celebrate with us bring the kids and come’. However, 16% of the participants employ yes/no questions when they invite their sons, as in ‘do you want to celebrate the new year with us ?’.

➤ **Situation 05: Invite a new neighbour for dinner .**

To invite a new neighbour for dinner, the EFL learners chose to use three invitation strategies. The frequency of use of each strategy is provided in table (6) below

Table (6): *English inviting strategies in the fifth situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	0%	52%
	Declarative speech acts	6%	
	Imperative speech acts	46%	
	Conditional speech acts	%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	0%	48%
	Yes/no question	25%	
	Asking willingless	23%	
	Total	<b>100%</b>	100%

Figure (5): *English inviting strategies in the fifth situation*

The results reveal that 46% of the participants use imperative speech acts when they invite a new person for dinner, while 25% use yes/no questions, such as ‘do you want to have a dinner at my home ?’. The results also reveal that 23% ask willingly, as in ‘Would you like to share me a dinner at home’.

➤ **Situations 06: A student inviting a new colleague for a cup of coffee**

To invite a new colleague, by his/her classmate, to drink a cup of coffee, the EFL learners use four strategies. The frequency of use of each strategy is provided in table (7) below.

Table (7): *English inviting strategies in the sixth situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	0%	66%
	Declarative speech acts	0%	
	Imperative speech acts	66%	
	Conditional speech acts	%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	4%	34%
	Yes/no question	23%	
	Asking willingly	7%	
	Total	<b>100%</b>	100%

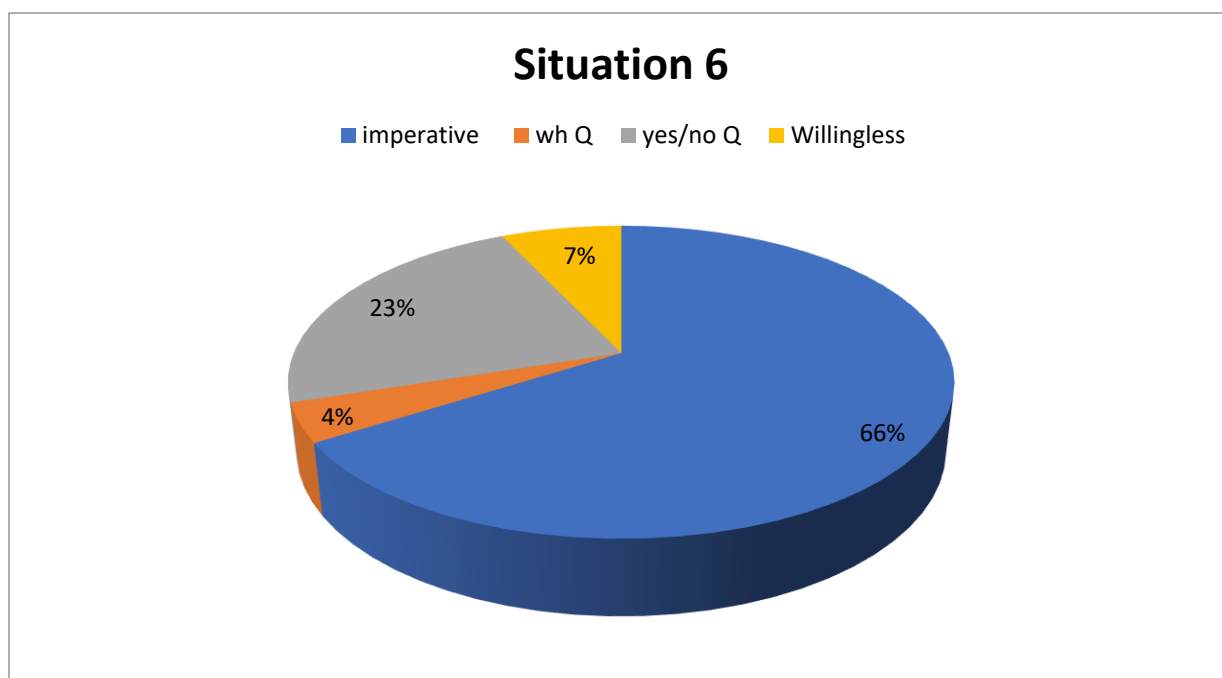


Figure (6): *English inviting strategies in the fifth situation*

The results above show that the imperative speech acts are used by most of the Algerian EFL learners when they want to a new colleague for a cup of coffee. The most imperative speech act employed is ‘come and drink coffee with us. It is also observed the participants also use yes/ no questions, such as ‘do you like to drink coffee with us’.

➤ **Situation 07: A friend inviting his/her close friend to go on a trip**

To invite a close friend to go on a trip, five inviting strategies are used. The frequency of use of each strategy is provided in table (8) below.

Table (8): *English inviting strategies in the seventh situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	6%	40%
	Declarative speech acts	8%	
	Imperative speech acts	26%	

	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	0%	60%
	Yes/no question	39%	
	Asking willingness	21%	
	Total	100%	100%

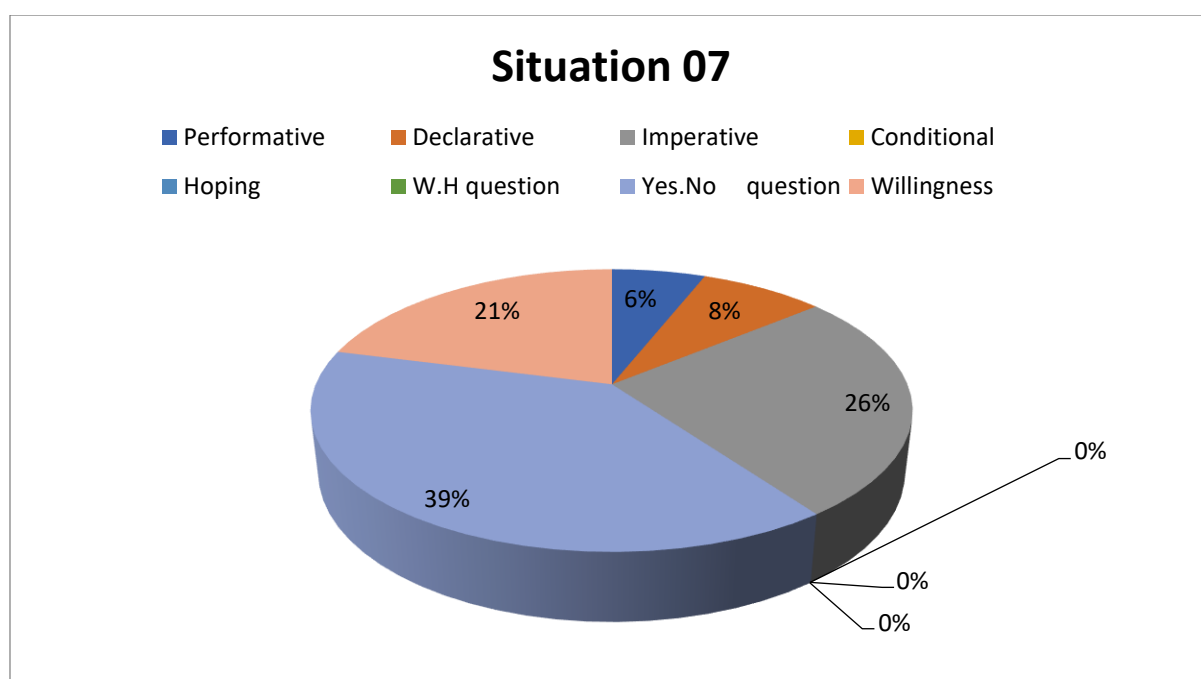


Figure (7): *English inviting strategies in the seventh edition*

In this situation, the speaker and the hearer are in equal power, and they are familiar with each other (a person invites his/her friend to go on a trip to the woods) in order to show their friendliness and familiarity. The result of this situation revealed that Algerian EFL learners tend to use different strategies. 39% of the participants use yes/no questions, as in “do you want to join me to trip?”, ‘I have a trip to the woods, Can you come with me?’, and ‘Are you ready to join me to the forest?’. Furthermore, 26% of the Algerian EFL learners choose the form of imperative to invite their friends like ‘Let’s go’, and ‘join me’. In addition,

21% of participants employ the form of asking willingness, for instance, ‘would you like to join me in a trip to the forest?’.

➤ **Situation 08 : Inviting a close friend to visit you at home**

To invite a close friend to visit you at home, five strategies are used. The frequency of use of each strategy is provided in table (9) below.

Table (09): *English inviting strategies in the eighth situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	16%	68%
	Declarative speech acts	20%	
	Imperative speech acts	32%	
	Conditional speech acts	0%	
	Hoping speech acts		
Indirect speech acts	Wh question	0%	32%
	Yes/no question	22%	
	Asking willingness	10%	
	Total	<b>100%</b>	

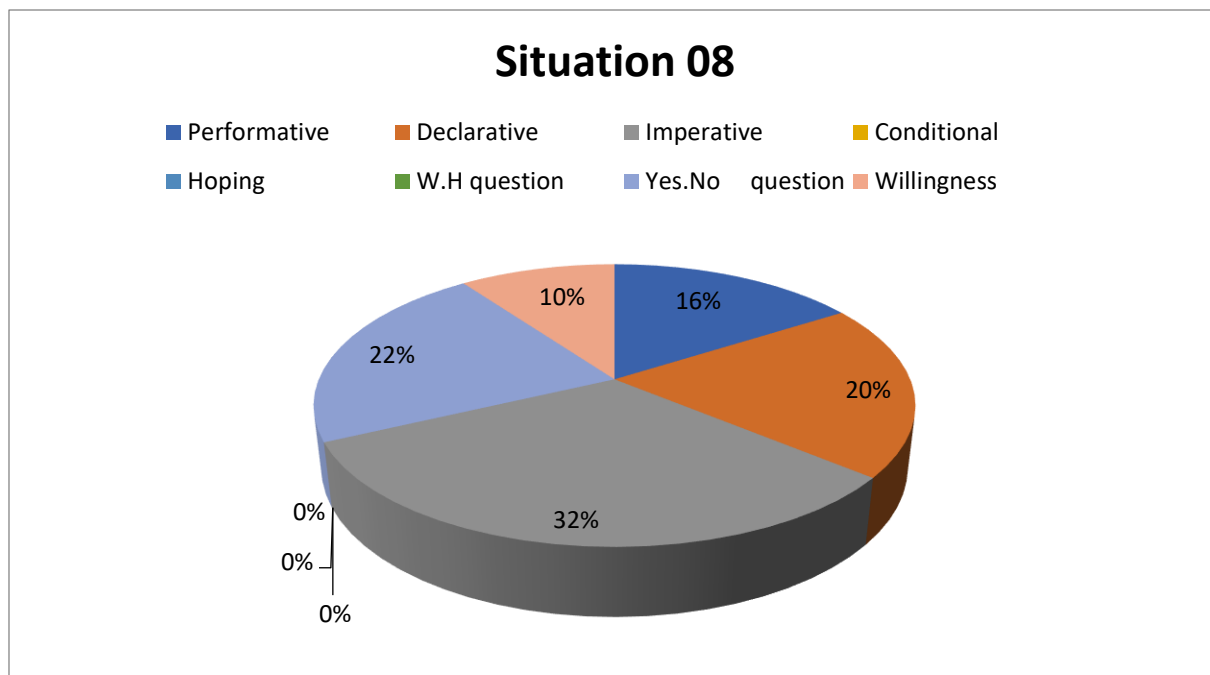


Figure (8): *English inviting strategies in the eighth edition*

In this situation (the speaker invites his/her friend who lives in another city to visit him/her at home ). The speaker and the hearer are in equal power and they are familiar with each other. Once again, the participants preferred to be direct when inviting their friends. This happened because the speakers feel that they should not apply the politeness principle with hearers who are close. The results show that 32% of the participants preferred to make invitation in the form of imperative. They used the following types of invitations:

1-Please, come to my home.

2- You have to come to my home, please.

In addition, it can be seen from the table above that 22% of the participants used the form of yes/no questions to invite their friends. For example:

1-Can you come to my home for a week ? Please .

2-Do you want to visit me at my home ?I miss you .

It appears also that 20 % of the participants favour the declarative strategy to invite their friend, for example:

1-I will be happy to see you soon.

2-I miss you. It would be better if you're coming.

The result also reveal that 16% of the Algerian EFL learners tend to use the strategy performative strategies, for example:

1-My friend, I want to invite you to my home.

2-We have a good plan and I would like to invite you to join us this week.

### 3.2.2. Algerian Arabic Inviting Strategies

#### ➤ Situation 01: A teacher inviting student to attend an important conference

To invite a student to attend an important conference, the EFL learners use four strategies in Algerian Arabic. The frequency of use of each strategy is provided in table (10) below.

Table (10): *Algerian Arabic inviting strategies in the first situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	0%	52%
	Declarative speech acts	6%	
	Imperative speech acts	46%	
	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	0%	48%
	Yes/no question	25	



	Asking willingless	23%	
	Total	100%	100%

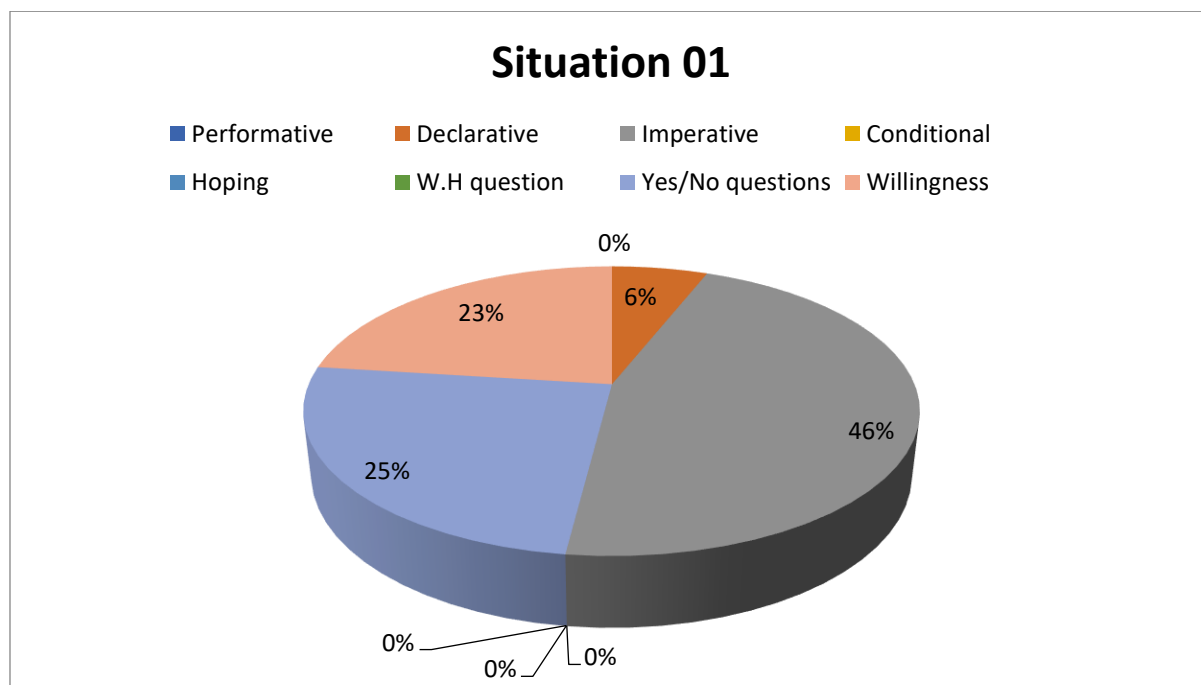


Figure (9) : Algerian Arabic inviting strategies in the first situation

In situation (01), the speaker is (a teacher) and the hearer is (a student). The power of the speaker as a teacher is higher than the hearer as a student. The participants used different strategies in performing invitation when they played a role as a teacher to invite students to a meeting using Algerian Arabic. 46% of the EFL students use direct imperative strategies, as in ‘غدوة رواحو للملتقى كونو في الوقت’ (attend the conference tomorrow, be on time)

In addition, the second frequency 38% participants equal employ the declarative strategy to be more direct with the hearer, for example: عندنا سمانة الجاية ملتقى، راكم كامل معروضين (Next week ,we have a conference and all of you are invited)

The least frequency in this situation is the willingness and interrogative strategies, only 2 participants (2%) prefer to use these two strategies by saying: *تحضرو ملتقى سمانا جايا؟* ( will you attend the conference of next week ?), *شا رايكم كون تجو للملتقى شهر جاي؟* (How about coming to the conference next month ?)

➤ **Situation 02 : A Boss inviting an employer to have lunch with him/her**

To invite an employer, by a boss, to have lunch with him/her, the EFL learners use five strategies. The frequency of use of each strategy is provided in table (11) below.

Table (11): *Algerian Arabic inviting strategies in the second situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	3%	10%
	Declarative speech acts	6%	
	Imperative speech acts	0%	
	Conditional speech acts	1%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	40%	90%
	Yes/no question	30%	
	Asking willingness	20%	
	Total	<b>100%</b>	

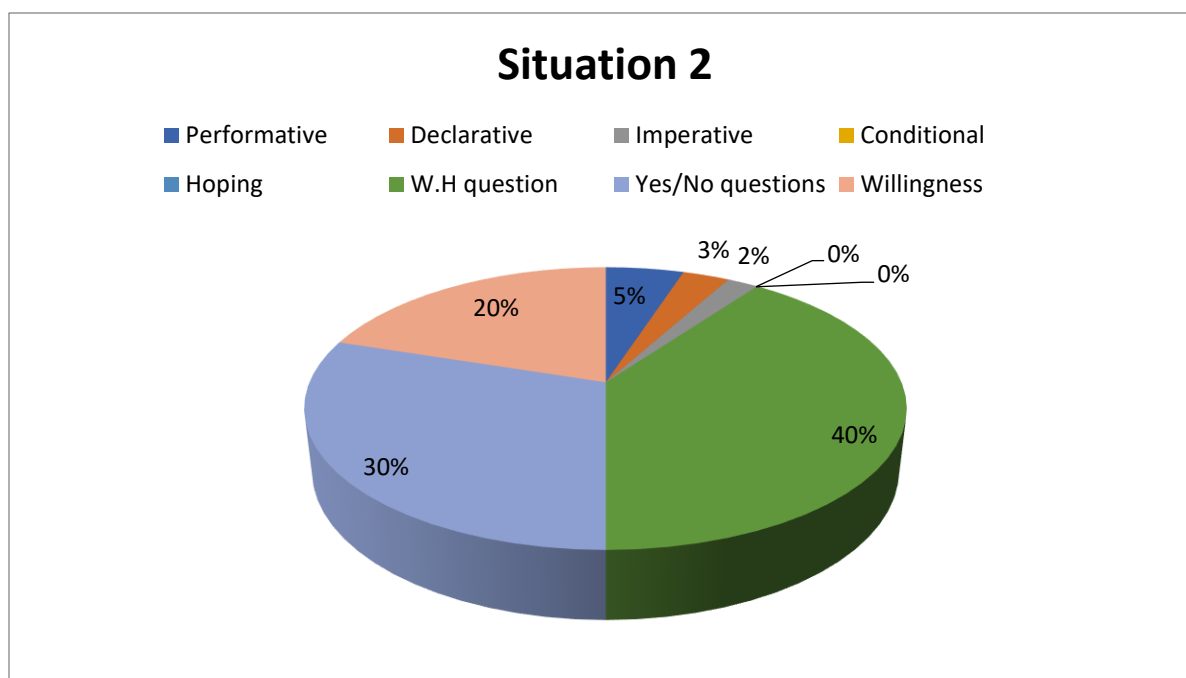


Figure (10): *Algerian Arabic inviting strategies in the second situation*

In this situation, the speaker is a boss and the hearer is an employee. The speaker has higher power and the hearer has lower power and there is a high distance between them. In this situation, 40% of the participants use wh questions, such as ‘علاه ما تجيش للغدا معنا؟’ (why do not you come to lunch with us ), while 30% of the participants employ yes/no question as in ‘تجي تفطر معنا’ ( do you join us for dinner). The results also show that 20% of the participants ask willingness

It is supposed that, when speakers have higher power and they intend to invite others, they tend to be used direct invitation strategies. However, in this situation most of speaker used indirect strategies in their invitation. The following examples show how speakers used indirect strategies when they played a role as bosses to invite their employees to come to the lunch.

➤ **Situation 03: Old brother/sister invites hi/her young brother/sister to play video games with him/her**

To invite a young brother /sister, by an ld brother/sister, to play a video games with him or her, the EFL learners use five Strategies, the frequency of use of each strategy is provided in table (12) below

Table (12) : *Algerian Arabic inviting strategies in the third Situation .*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	3%	10%
	Declarative speech acts	17%	
	Imperative speech acts	60%	
	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	10%	90%
	Yes/no question	10%	
	Asking willingless	20%	
	Total	<b>100%</b>	100%

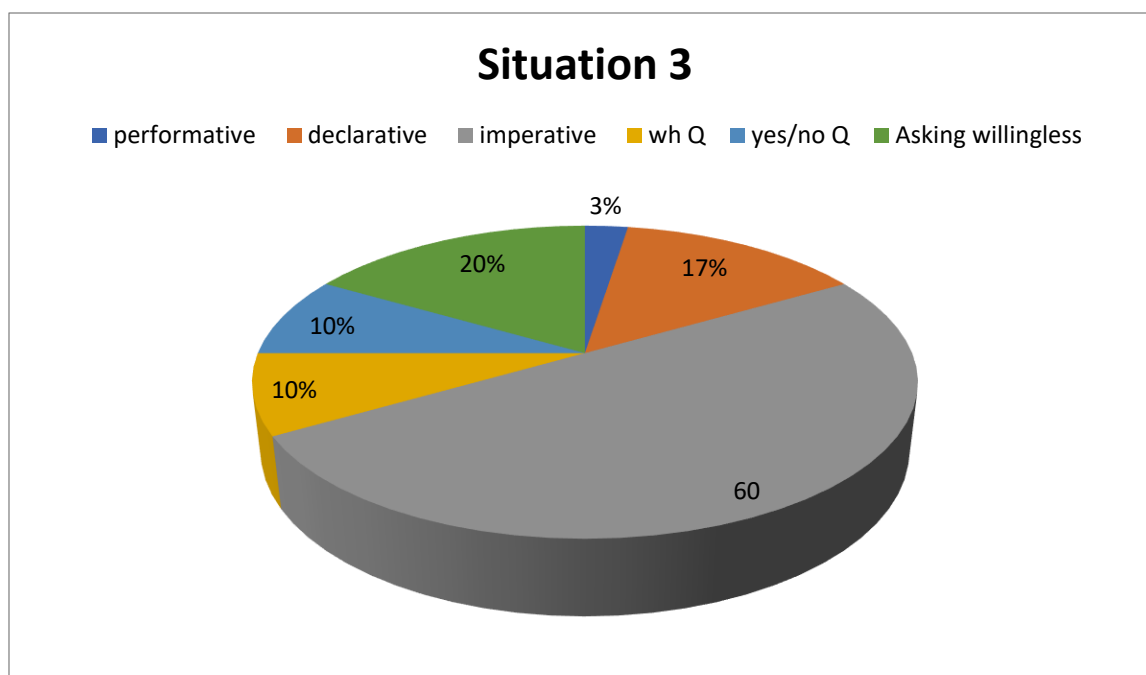


Figure (11): Algerian Arabic inviting strategies in the third situation

The findings show that 60% of the subjects prefer to use imperative strategy they have more power than the addressee, and they are socially close to them. Such as ‘هيا نلعبو’ (Let’s have play), and ‘رواح نلعبو’ (come to play). However, 20% ask willingness, while 17% prefer declarative speech acts, and 10% employ wh questions, and yes/ no question.

➤ **Situation 4: Mother/father inviting a son to celebrate Eid with them**

To invite a son, by his mother/father, to celebrate Eid with him/her, the EFL learners use four strategies. The frequency of use of each strategy is provided in table (13) below.

Table (13): Algerian Arabic inviting strategies in the fourth situation

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	20%	20%
	Declarative speech acts	25%	25%
	Imperative speech acts	25%	70%

	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	10%	30%
	Yes/no question	0%	
	Asking willingness	20%	
	Total	100%	100%

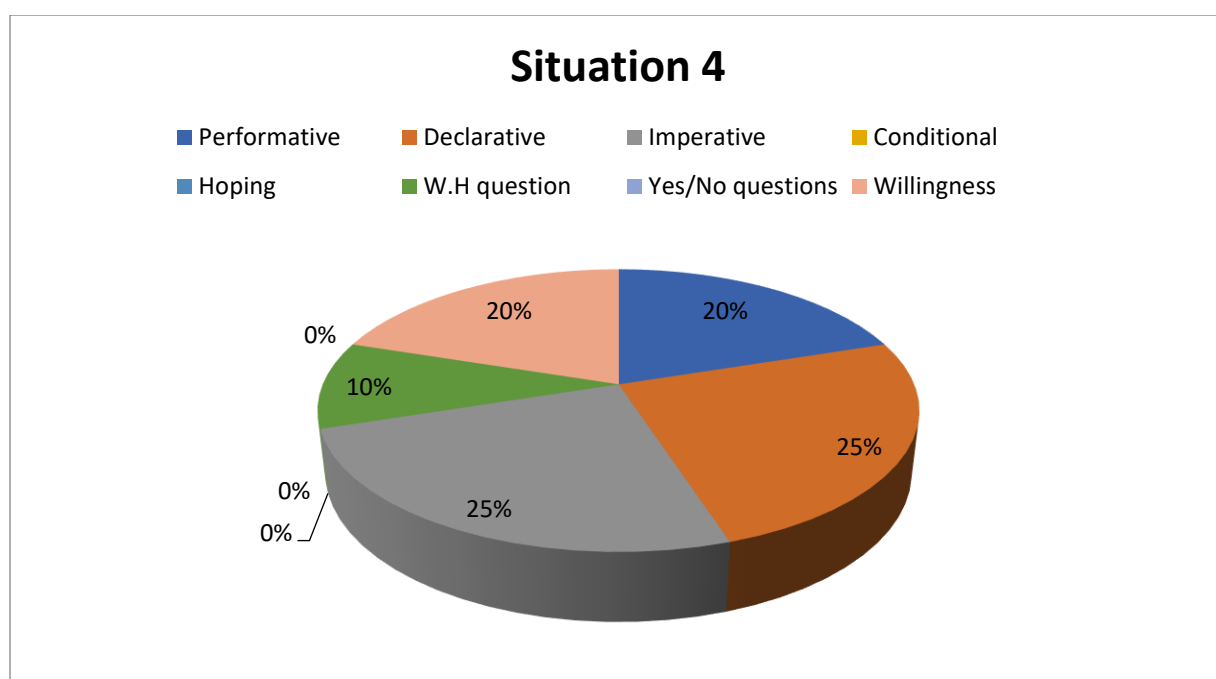


Figure (12): Algerian Arabic inviting strategies in the fourth situation

In situation four, the speakers is a father or mother and the hearer is a son. It's expected that when Old persons intended to invite other young persons, they may tend use direct invitations strategies because they has higher power and there is no distance between them. The following strategies (Imperative 25%, Declarative 25%, Performative 20%) are the most strategies used by Algerian EFL learners. The following are examples that show speaker used the direct strategies in their invitation:

1. أسمع رواح ليوم لدار نحتافلو بالعيد توحشتك (Listen, come to home today in order to celebrate Eid .I miss you)
2. بغيت نعرضك بمناسبة لعيد (I would like to invite you on the occasion of Eid ).
3. رواح لدار رانا نستناو فيك (come to our home ,we are waiting you)

Some speakers also use the indirect strategies in their invitation (10% W.H question, asking willingness 20%) such as: معليش تجي لدار باش نحتافلو مع بعض؟: (Can you come to my home to celebrate together ).

➤ **Situations 05 : Inviting a new neighbour for dinner**

To invite a new neighbour for dinner, the EFL learners choose five invitation strategies, the frequency of use of each strategy is provided in table (14) below

Table (14): Algerian Arabic inviting strategies in the fifth situation

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	0%	46%
	Declarative speech acts	11%	
	Imperative speech acts	35%	
	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	7%	54%
	Yes/no question	33%	
	Asking willingness	14%	
	Total	<b>100%</b>	100%

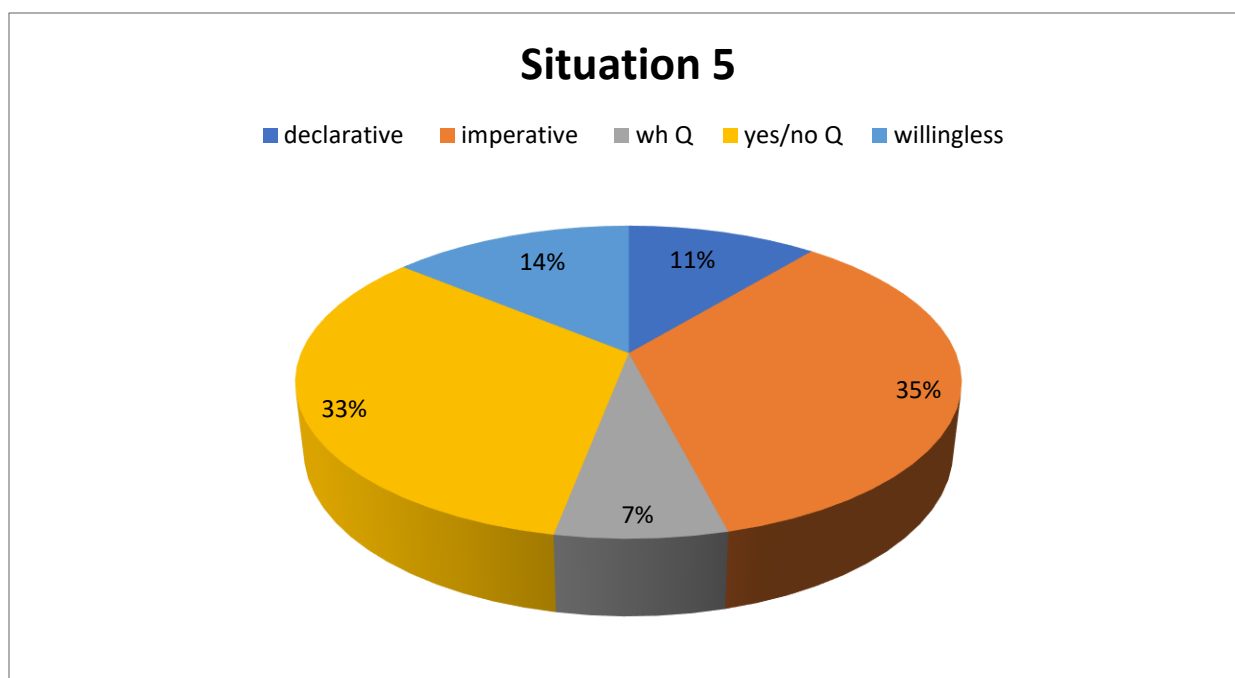


Figure (13): Algerian Arabic inviting strategies in the fifth situation

Figure (13) shows that Algerian EFL learners employed imperative forms of invitation with the highest percent (35%) and Yes/No questions (33%). Some of their typical responses are illustrated as follow:

1- رواح عندي باش نتعشاو ليوم- (come and join me for dinner tonight).

2- تنجم تجي تتعشا معايا- (can you come to share a dinner together?)

Furthermore, 14% of the Algerian candidates preferred to choose a strategy of asking a willingness to invite a new neighbour, while 11% of them employ declarative speech acts. However, only 7% of the participants prefer using wh questions.

➤ **Situations 06: Inviting a new colleague for a cup of coffee**

To invite a new colleague, by his/her classmate, to drink a cup of coffee, the EFL learners use two strategies. The frequency of use of each strategy is provided in table (15) below.



Table (15): Algerian-Arabic inviting strategies in the sixth situation

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	0%	
	Declarative speech acts	0%	
	Imperative speech acts	0%	
	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	56%	100%
	Yes/no question	0%	
	Asking willingless	44%	
	Total	<b>100%</b>	100%

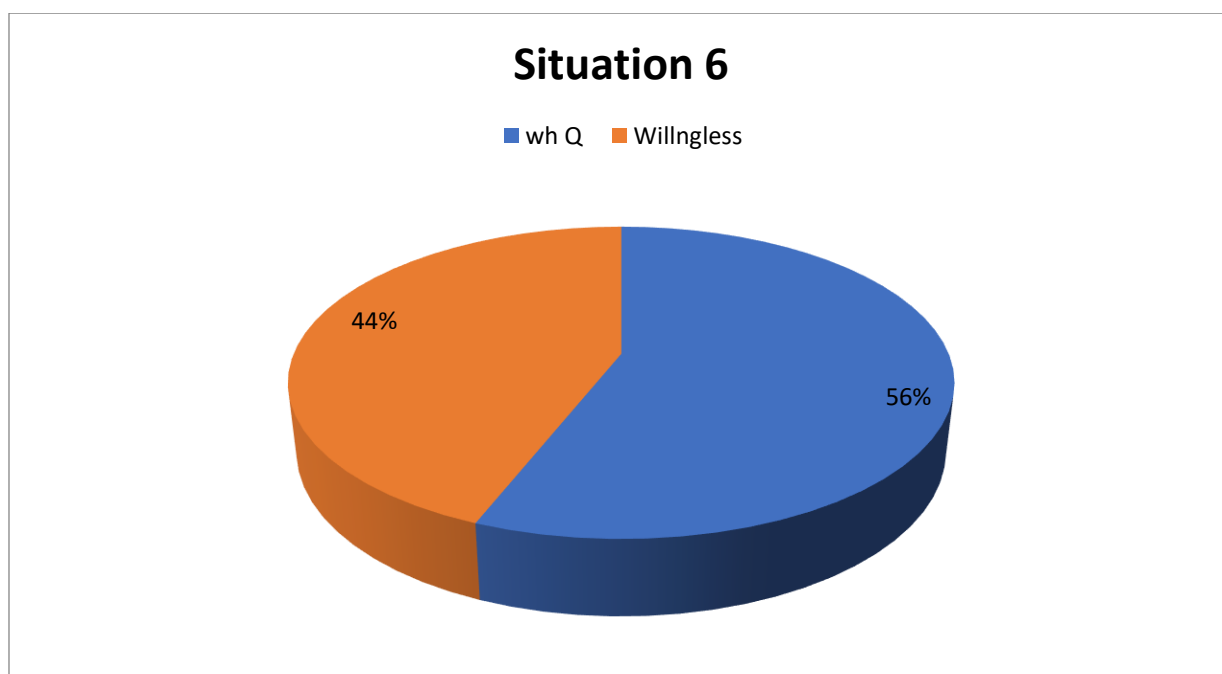


Figure (14): Algerian Arabic inviting strategies in the sixth situation

The results show that to invite a new colleague for a cup of coffee, 56% of the participants use wh questions, while 44% of them ask willingness.

➤ **Situation 07: Inviting a close friend to go on a trip**

To invite a close friend to go on a trip, five inviting strategies are used. The frequency of use of each strategy is provided in table (16) below.

Table (16): *Algerian Arabic inviting strategies in the seventh situation*

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	6%	45%
	Declarative speech acts	13%	
	Imperative speech acts	26%	
	Conditional speech acts	0%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	56%	55%
	Yes/no question	40%	
	Asking willingness	15%	
	Total	<b>100%</b>	100%

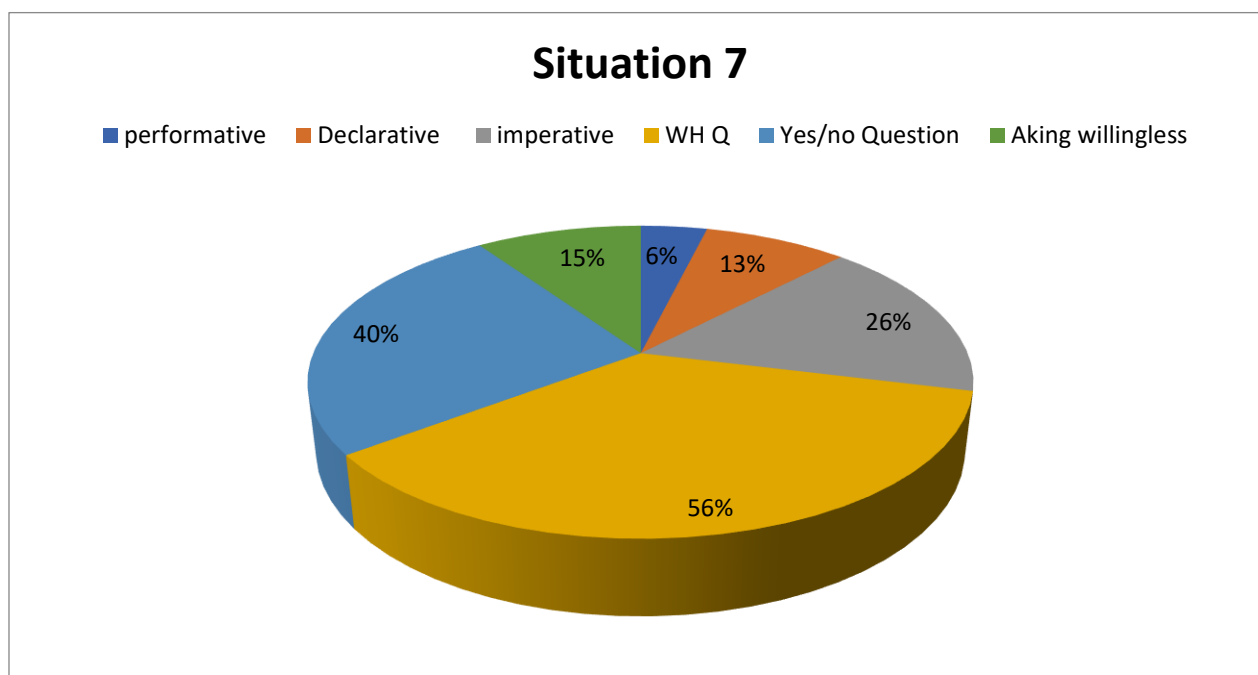


Figure (15): *Algerian Arabic inviting strategies in the seventh situation*

As noticed in figure (15), 56% of the participants invite their close friend using wh questions, such as ‘عندي خرجة للغابة، تنجم تجي’ (I have a trip to the forest . Can you come with me), while 40% of them employ yes/ no questions, as in ‘تجي معايا؟’ (Will you join me). Moreover, 26% of the Algerian EFL learners prefer to choose the imperative form to invite their friend, such as ‘روح معايا’ (Come with me). Besides, 15% of the participants ask willingness.

➤ **Situation 08 : Inviting a close friend to visit you at home**

To invite a close friend at home, **the participants use several inviting strategies**. The frequency of use of each strategy is provided in table (17) below.

Table (17): Algerian Arabic inviting strategies in the seventh situation

Direct Vs Indirect Speech acts	Inviting Strategies	Percentage of each inviting strategy	Percentage of each category
Direct speech acts	Performative speech acts	0%	60%
	Declarative speech acts	0%	
	Imperative speech acts	55%	
	Conditional speech acts	5%	
	Hoping speech acts	0%	
Indirect speech acts	Wh question	0%	40%
	Yes/no question	30%	
	Asking willingness	10%	
	Total	<b>100%</b>	100%

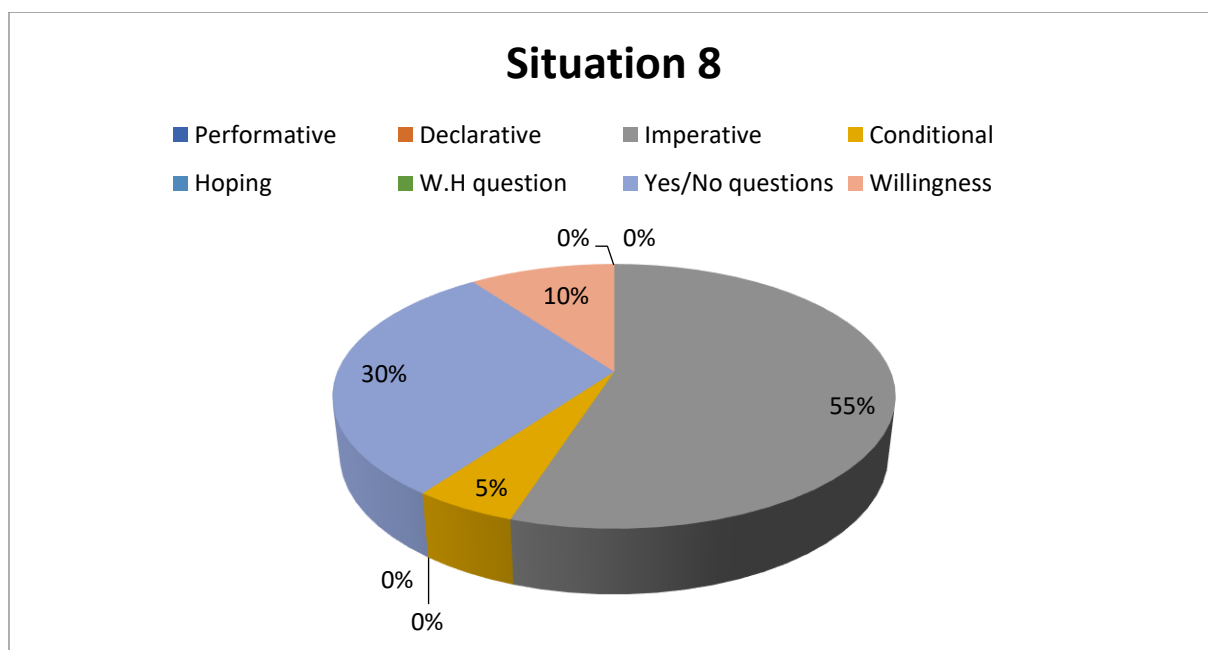


Figure (16): Algerian Arabic inviting strategies in the eighth situation

The results reveal that 55% of the participants use imperative speech acts when they invite a close friend to stay few days at home, while 30% employ yes/no questions. However, only 10% prefer to ask willingness.

### **3.3. Discussion**

Based on the analysis of student responses, it was discovered that a majority of Algerian EFL master students lack the ability to generate appropriate statements for the speech act of invitation. Even when they do attempt to produce such utterances, they face various difficulties. Moreover, they employ different pragmatic language strategies when making invitations, showing a strong preference for using imperatives and interrogatives compared to other strategies in most situations. Additionally, it was observed that the majority of invitation expressions produced by Algerian EFL students are direct translations of Algerian Arabic phrases commonly used in everyday spoken situations in Algeria, rather than using utterances in the target language.

### **3.4. Conclusion**

The chapter is devoted to describe and discuss the data obtained from the two discourse completion tests. Two subsections were provided. The first one was used to report and analyze the English inviting strategies; whereas the second one was devoted to present and discuss the Algerian Arabic inviting strategies. The results revealed that most of the EFL learners do not use the appropriate English strategies because they translate them from their mother tongue into English.

### **General Conclusion**

The study attempted to provide a detailed analysis of the speech act of invitation on the basis of Speech Acts Theory which was introduced by Austin (1962) and was later developed by his successor Searle (1969) to understand the way utterances are and should be understood in context.

The present research work comprises three chapters, the first chapter was devoted to the review of the related literature. The second chapter has been devoted to the methodology deployed in the present research work which a Discourse Completion Task was developed to investigate the occurrence of pragmatic competence among Algerian university learners of English in the performance of the speech act of invitations. Whereas the third and the last chapter, meticulously dealt with the content analysis and discussion of the obtained results.

It was concluded from the speakers of the two languages of Arabic and English differ in the way they make invitations. This difference is due to the cultural differences between the two language groups. Furthermore, the results revealed that most of the participants were found to fall back on their native language and culture norms in most of their responses. For example, Algerian speakers use imperatives to express inviting strategies to invite others. It is worth mentioning that this study strengthens the idea that regardless of the distinctions made within the concept of pragmatic competence, lack of the pragmatic awareness of the TL norms is a cause for miscommunication for second/foreign language learners who tend to transfer some of L1 norms into their new language, in a manner quite similar to the transfer of phonemes, morphemes, lexicon, and so on.

## **Limitations**

The present study is not without limitations.

**1. Sample size and selection:** The generalizability of our findings was limited by the size and representativeness of our sample.

**2. Self-reporting bias:** Participants' responses to questionnaires may be subject to self-reporting bias, where they provide answers they perceive as socially desirable or expected.

**3.Contextual factors:** Pragmatic competence can vary depending on the context in which the speech act of inviting occurs. It is important to acknowledge that our findings may be context-specific and may not necessarily apply universally.

**4.Language proficiency levels:** The participants' varying levels of English proficiency may influence their pragmatic competence. Comparing the pragmatic competence of participants with different proficiency levels may lead to more limited linguistic resources and potential difficulties in conveying pragmatic intentions accurately.

## **Recommendations for Further Research**

The findings have practical implications for language educators, highlighting the importance of incorporating pragmatic instruction into language curricula to enhance students' communicative abilities.

Future research in this area can expand upon the findings of this study by exploring other speech acts and their pragmatic features in the context of EFL university students. Additionally, comparative studies across different cultural and linguistic backgrounds can provide a more comprehensive understanding of pragmatic competence and its variations.

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## Appendices

### Appendix A: DCT- English Language

We are the students Takieddine Touati and Said Horr. We are preparing a graduation thesis under the title: **‘Exploring EFL Learners’ Pragmatic Competence in Performing the Speech Act of Inviting: The Case of EFL Master Students at Ibn Khaldoun University’**. The aim of this note is to study the pragmatic competence of EFL master students in performing English inviting speech acts. For this purpose, we are pleased that you are part of our study through your participation in this discourse completion test. Your careful reading and honest answers, which we will be keen to keep anonymous, will contribute to increasing the credibility of our study. We thank you for your efforts and cooperation.

#### 1. Personal Information:

Age:

Sex:

Level of Education:

#### 2. Inviting Strategies

A set of hypothetical situations are described below. Please read each situation carefully and write what would you say.

**1. You are a university teacher. You are preparing for an important conference. You want to invite one of your students to attend this conference. What would you say?**

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.....

**2. You are the owner of a company, you want to invite one of the employees to have lunch with you. What would you say?**

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.....

**3. You are at home, you want to invite your young brother to play video games with you.**

**What would you say?**

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.....

**4. You are a mother or a father. You want to invite your son who lives in another city to celebrate the new year with you. What would you say?**

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.....  
.....

**5. A new neighbour moves to the house next to you. You want to invite him/her for dinner. What would you say?**

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.....

**6. You are with your friend drinking coffee. You want to invite e new colleague to join you. What would you say?**

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**7. You are preparing for a trip to the woods. You want invite your close friend. What would you say?**

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**8. You want to invite your close friend who lives in another city to visit you at home and stay for few days. What would you say?**

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.....

## Appendix B: DCT- Algerian Arabic

### استبيان

في إطار التحضير لشهادة الماستر في اللغة الانجليزية (تخصص لسانيات), نقوم نحن الطالبان تقي الدين تواتي و حر سعيدة باعداد مذكرة تخرج تحت عنوان:

Exploring EFL Learners' Pragmatic Competence in Performing the Speech Act of Inviting:

The Case of EFL Master Students at Ibn Khaldoun University

الهدف من هذه المذكرة هو دراسة الكفاءة التداولية لطلبة الماستر متعلمي اللغة الانجليزية كلغة أجنبية في اداء خطابات الدعوة باللغة الانجليزية. وفي سبيل ذلك يسرنا أن تكونوا جزء من دراستنا وذلك من خلال مشاركتكم في الاستبيان 01 وإجاباتكم الموضوعية على كل الأسئلة. قراءتكم الحذرة و إجاباتكم النزيهة، والتي سنحرص بدورنا على إبقائها مجهولة الاسم، ستساهم في زيادة مصداقية دراستنا . نشكر لكم مجهودكم وحسن تعاونكم.

#### الجزء 1: المعلومات الشخصية

السن:

الجنس:

المستوى التعليمي:

#### الجزء 2: استراتيجيات الدعوة (اللهجة الجزائرية)

فيما يلي قمنا بوصف مجموعة من المواقف التي من المحتمل أن تحدث معك. يرجى منك قراءتها بتمعن ثم كتابة ما الذي ستقوله لتعبر عن طلباتك لكل موقف منها مستخدما اللهجة العربية الجزائرية و ليس العربية الفصحى.

1. لنفترض أنك استاذ(ة) بالجامعة وانت تحضر(ين) لملتقى مهم، أردت دعوة احد طلابك لحضور الملتقى. ماذا ستقول(ين)؟

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2. أنت صاحب (ة) شركة ،تريد (ين)دعوة احد العمال لتناول الغداء معك و مع أصدقائك .ماذا ستقول(ين) ؟

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 .....  
 .....  
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 3. أنت جالس(ة) في المنزل شعرت بالملل. تريد(ين) دعوة أخاك الصغير لكي يلعب معك ألعاب الفيديو. ماذا ستقول(ين)؟

.....  
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 .....

4. لتفترض أنك أب أو أم و تريد (ين) دعوة ابنك المتزوج الذي يعيش في مدينة اخرى للاحتفال بالعيد معك. ماذا ستقول(ين)؟

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5. شخص جديد انتقل الى المنزل المجاور لكم، ففكرت بدعوته(ها) لتناول العشاء في المنزل. ماذا ستقول(ين)؟

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6. أنت جالس(ة) في مقهى الجامعة مع مجموعة من الأصدقاء. أحد زملائك الجدد دخل الى المقهى. تريد دعوته(ها) للانضمام لكم وشرب فنجان قهوة. ماذا ستقول (ين) ؟

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 .....  
 .....  
 .....  
 .....

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7. أنت تحضر(ين) للذهاب لرحلة إلى الغابة .تريد دعوة صديقك(تك) المقرب (ة) للانضمام إليك .ماذا ستقول(ين)؟

.....

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.....

8. لديك مناسبة خاصة وتريد دعوة صديقك (تك) المقرب (ة) المقيم (ة) في مدينة أخرى لزيارتك في منزلك والبقاء لأسبوع .ماذا ستقول(ين)؟

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## الملخص

تهدف هذه الدراسة الى فحص الكفاءة البراغماتية لطلبة الماستر بقسم اللغة الإنجليزية في جامعة ابن خلدون في أداء فعل الدعوة. تسعى الدراسة إلى تحديد الاستراتيجيات العربية والإنجليزية التي يستخدمها هؤلاء الطلبة لإنتاج أفعال خطابية مناسبة، ومعرفة ما إذا كان الطلبة يستخدمون استراتيجيات اللغة الإنجليزية المناسبة، أم أنهم يترجمونها من لغتهم الأم إلى الإنجليزية. لإجراء هذه الدراسة، تم استخدام اختبارين لاستكمال الخطاب. الأول يتضمن ثمانية مواقف افتراضية مكتوبة باللغة الإنجليزية، أما الثاني فيتكون من نفس المواقف المستخدمة في الاختبار الأول، ولكن تمت ترجمة هذه المواقف إلى اللغة العربية. كل حالة تستدعي دعوة ليتم ملؤها من قبل 100 طالب ماستر بقسم اللغة الإنجليزية في جامعة ابن خلدون. تشير النتائج ان معظم الطلبة لا يستعملون استراتيجيات اللغة الإنجليزية المناسبة بل يقومون بترجمتها من اللهجة الجزائرية.

## Résumé

La présente étude vise à explorer la compétence pragmatique des étudiants en master EFL à l'université Ibn Khaldoun pour produire les actes de parole s'ils sont invitants. Il cherche à déterminer les stratégies d'invitation en anglais et en arabe algérien utilisées, et à savoir si les élèves exécutent des stratégies d'anglais appropriées ou s'ils les traduisent de leur langue maternelle vers l'anglais. Pour mener cette recherche, deux tests de complétion de discours ont été utilisés. Le premier était écrit en anglais, le second était écrit en arabe algérien. Les deux tests comprennent huit situations, chacune donnant lieu à une invitation à remplir par les 100 étudiants en master EFL de l'université Ibn Khaldoun. Les résultats montrent que la plupart des élèves utilisent des stratégies d'invitation inappropriées en anglais en raison de la traduction de ces stratégies de leur langue maternelle vers l'anglais.

## Summary

The present study aims to explore the pragmatic competence of EFL master students at Ibn Khaldoun university to produce the speech acts if inviting. It seeks to determine the English and the Algerian Arabic inviting strategies used, and find out whether the students perform appropriate English strategies, or they translate them from their mother tongue into English. To conduct this research, two discourse completion test were used. The first one was written in English, the second one was written in Algerian Arabic. The two tests include eight situations, each of which elicits an invitation to be filled in by the 100 EFL master students at Ibn Khaldoun university. The results show that most of the students use inappropriate English

inviting strategies because of translating these strategies from their mother tongue into English.