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A Socio-Pragmatic Study of Speech Act of Criticism
In Algerian Arabic
The Case of Master Students at Ibn Khaldoun University
Of Tiaret

A dissertation submitted in partial fulfillment for the requirements of the master degree in linguistics.

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Dedication

*First and foremost, I dedicate this work to my beloved sister, who, in this world, blew us up and died, leaving a huge hole in our hearts. She was also an English professor. **SOUAD**, I pray to God for you to be in heaven. I wish you could have been there with me on my graduation day. You have been encouraging me and offering me advice for this day, but you have been abducted and won't be with me today. I will remember you for the rest of my life, and you should know that I am not pleased with this graduation because you are not here with me. However, you will always be in my heart and memories. My dear sister, **Allah Yerhmak, I adore you.***

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Dedication

To:

My dearest parents,

*My dearest brother **Abdelkader Chebli**,*

My whole family and friends, I dedicate this humble work to all of you.

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List of Abbreviations

EFL:English as a foreign language

DCT: Discourse completion test/task

ESL: English as a second language

TSC: Tiaret speech community

JSC: Jazeera satellite channel

L1: First language

L2: Second language

Wi-Fi: Wireless Fidelity

you're:you are

etc:End of thinking capacity

I'll:I will

you've:you have

it's:it is

I'd: I would

Doesn't: Does not

Can't: Can not

CP: Criticised people

Don't:Do not

Eg: For example

There's: There is

isn't: is not

won't: Will not

here's: here is

i.e: That is to say....in other words

B&L: Brown and Levinson

CCSARP: A cross-cultural study of speech act realization patterns

D: Refers to social distance

FTAs: Face threatening acts

P: Refers to power relationship between interlocutors

R: Refers to the ranking of imposition

S: Refers to situation

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Abstract

This study intends to investigate the various ways by the means of which members of Tiaret's speech community express their speech act of criticizing, as well as the various elements that influence this speech act. The data were collected from one hundred EFL master students who were asked to answer twelve hypothetical situations, and from 5 EFL teachers. The data were analyzed using Nguyen's classification (2005). The results of the study revealed that EFL master students use both direct and indirect criticizing strategies. The use of these strategies depends on the power relation between interlocutors and the social distance between them. The results indicated that the more power a sender has over a receiver, and the more social distance between the two, the more indirect criticizing strategies are used. Whereas, the less power a receiver has over a sender and the less social distance between the two, the more direct criticizing strategies are used. The study ends with some recommendations.

Keywords: Pragmatic, speech act of criticism, direct and indirect criticizing strategies, Nguyen's classification, power relation, social distance

General introduction

1. Introduction

Language is used to perform actions. Speakers and writers usually mean much more than they say/write, and expect their hearers/readers to understand them and decode what is beyond what they produce. This is what is called pragmatics. Pragmatics is concerned with the study of meaning as communicated by speaker/writer and interpreted by listener/reader. Most of the time, speakers produce utterances not to inform but to perform certain functions such as requesting, complaining, apologizing, thanking, refusing,...etc.

To perform the speech act of criticism, people, around the world, use different strategies. Some people prefer to use direct strategies, while others choose to produce indirect ones. It has been found that the use of direct and indirect strategies is determined by many power relations between interlocutors and social distance between them.

2. Research Motivations

The use of the speech act of criticism has been examined in many languages such as English, French, and Japanese, and in many Algerian vernaculars. Unfortunately, the way Tiaret's speech community performs this speech act has not been examined yet. This motivates us to determine the strategies that people of Tiaret use to criticize and the factors that influence their uses.

3. Research Aims

The major aim of the study is to examine the speech act of criticism in Tiaret's speech community. The study seeks to explore the different strategies that EFL master students at Ibn Khaldoun university of Tiaret use to perform the speech act of criticism, and to identify the factors that control their performance.

4. Research Questions

The study at hands seeks to answer the following questions :

1. What are the strategies that EFL master students at Ibn Khaldoun University use to perform the speech act of criticism?
2. What are the factors that determine the use of these strategies?

5. Research Hypotheses

The following hypotheses are initially assumed:

1. EFL master students use both direct and indirect criticizing strategies.
2. The use of the criticizing strategies is determined by power relation and social distance between interlocutors.

6. Significance of the Study

The study of the speech act of criticism that speakers in TSC perform in their daily life has not been examined yet. Therefore, the significance of this research lies in its being the first attempt at examining the criticizing strategies used by TSC. Moreover, the results of this study can be used to explain the factors that control the speakers' performances. Finally, the novelty of this research may add to the literature of Algerian Arabic.

7. Research Methodology

To conduct the present research both quantitative and qualitative method of data collection were used including teachers interview and discourse completion test (DCT) directed to a sample of 100 randomly selected master students of English language at Ibn Khaldoun university.

8. Research Process

The present dissertation includes three chapters. Chapter one is dedicated to review the main theoretical concepts like pragmatics, the speech act theory, criticism, and some previous studies that have examined the speech act of criticism. Chapter two is devoted to present the sample population of the study, and the data collection tools used in the investigation. Chapter three describes the results obtained and discuss them using Nguyen's classification (2005).

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Review of Related Literature

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1.1. Overview

This chapter is the theoretical part of the research. First, it introduces the field of pragmatics and presents in details Austin's speech act theory, which differentiates between performatives and constatives, direct and indirect speech acts, locutionary, illocutionary, and perlocutionary acts, and describes the felicity conditions. The chapter also explains Searl's speech act theory. Moreover, it discusses the term criticism, its types, features, and the variables that influence the speech act of criticism, and presents Nguyen (2005)'s classification of the strategies used to perform the speech act of criticism. Besides, the chapter reviews some related studies.

1.2. Pragmatics

In their daily conversation, interlocutors produce numerous utterances, which, communicate, most of the time, more profound meaning than the real sense of the words or the expressions used in these utterances. The study of the hidden meaning that these interlocutors may send is the main focus of pragmatics. Thus, one can define pragmatics as a field of study that examines how “what is communicated is more than what is said” (Hidayat, 2016, p. 2). “Pragmatics is the study of deixis (at least in part), implicature, presupposition, speech acts, and aspects of discourse structure.” (Stalnaker, 1972).

According to Yule (1996), pragmatics is about the examination of what individuals implicitly communicate by their articulations more than what their articulations literally mean. He further added that interpreting speaker's hidden meaning relies on the context or the situation in which an utterance may occur. For him, several elements must be taken into consideration such as speaker (S), hearer (H), the place where an interaction may take place, the time when a conversation may occur, and the circumstances that decide the way speaker produces his/her utterances and what they need to say. Similarly, Richard and Schmidt (2002)

maintained that pragmatics studies the way people, in relation to particular settings and circumstances, utilize their dialect in order to communicate with each other. It is worth mentioning that human beings, in their daily interaction, use verbal and/or non verbal communication. The first type is used to send information through words and expressions, while the second type is used to deliver messages through strategies other than words and expressions such as facial expressions, head movement, eye contact, and body posture (Buck , 2002)

It seems that pragmatics is a field of study which examines both ‘the speaker’s hidden meaning’ and ‘the contextual meaning’ (Yule, 1996). Within the scope of pragmatics, several theories have been proposed such as The Speech Act Theory, The Politeness Theory, and Cooperative Principles.

1.3. The Speech Act Theory

The speech Act theory is a pragmatic theory of meaning. This theory was first introduced by J.L. Austin in (1962) and further developed, by the American Philosopher J.R. Searl in (1969). The speech act theory is based on the assumption that in their daily interaction, interlocutors do not merely exchange thoughts and information; instead they do perform actions. Speech acts can be defined as those acts that one can perform by producing expressions. Individuals can perform several actions when they say things. For instance, when a speaker who eats dinner with his family says: ‘I need salt’, his/her utterance is considered as a speech act. It is obvious that the speaker produces his/her utterance to request salt from the members of his/her family. Interestingly, it seems that speech acts allow interlocutors to perform physical activity just through words and expressions. Austin (1962, p. 12) clearly stated that “to say something is to do something; ...or in saying something we are doing something”. Following the same line of thought, Bach (1979) maintained that an activity in verbal

communication has a performative action in itself. Likewise, Tsui (1994) and Yule (1996) argued that a speech act is an activity performed by means of articulation. Similarly, Briner (2013) clarified that articulating something implies doing something.

1.3.1. Austin's Speech Act Theory

In his famous book 'How to Do Things with Words' (1962), Austin strongly criticized the grammarians for their traditional classification. Traditional grammar which considered sentences as statements that describe state of affairs or to state some fact, analyzed these sentences either truly or falsely. However, from Austin's viewpoint, speakers, in addition to statements, usually produce questions, exclamations, and sentences that express commands and wishes. These sentences are beyond the scope of Traditional grammar's classification. To understand more, consider the following example: Let's suppose that a man says: 'I decide to name my son Reda'. No one can determine if this utterance is true or false. To put it in other words, when the man produces the utterance, he does not do this to describe what he is doing or to state that he names his son Reda; it is obvious, instead, that he produces this sentence to do it. Other utterances that may be produced by speakers to do acts can be

I do (sc. take this woman to be my lawful wedded wife)'-as uttered in the course of the marriage ceremony.~... 'I name this ship the Queen Elizabeth'--as uttered when smashing the bottle against the stem. ... 'I give and bequeath my watch to my brother' as occurring in a will. ... 'I bet you six pence it will rain tomorrow (Austin, 1962, p.05).

It is obvious that none of the utterances mentioned above is either true or false. Each utterance is produced by a particular speaker in a specific circumstance to do something instead of reporting what the speaker he/she is doing.

1.3.1.1. Performatives and Constatives

Austin (1962) referred to sentences that can be used to do acts as performative sentences or performatives. “The name is derived, of course, from 'perform', the usual verb with the noun 'action': it indicates that the issuing of the utterance is the performing of an action”. (ibid, p.6). Austin (1962) assumed that performatives are commonplace in every interaction. Most of the utterances produced by speakers are performatives in a way or in another. People usually speak to perform actions such as requesting, promising, ordering, answering, questioning, complaining, inviting, criticizing, refusing, greeting, apologizing...etc. all the examples mentioned above are performatives.

Constatives refer to statements which are either true or false. Unlike performatives, constatives are not used to perform actions. For instance, one some one says “the boy may come”, he/she means that “the boy may or may not come”. That is he/she produces a statement that could be regarded as true or false.

1.3.1.2. Direct and Indirect Speech Acts

An utterance is seen as a direct speech act when there is a direct relationship between the structure and the communicative function of the utterance. The use of interrogative sentences , for instance, shows the way the sentence 's form corresponds with its function. An interrogative sentence is used to ask a question as in , “Where is the bathroom?”, “What is the Wi-Fi password?”, “When is the finals exam?”

Searle stated that an indirect speech act is a speech act which is “performed” by means of indirect utterance . This means that there is an indirect relationship between the form and the function of the utterance. For instance, the utterance, “the clothes will not hang themselves”, is a declarative utterance used to make a request or command. The utterance

seems to be stating a fact but it also means that the listener or someone should hang the clothes.

1.3.1.3. Locutionary, Illocutionary, and Perlocutionary Act

Austin (1962) argued that each speech act can be divided into three different smaller acts. These acts are: The 'locutionary act', the 'illocutionary act' and the 'perlocutionary act'.

- **Locutionary act:** It refers to the act of performing an articulation, or "the act of 'saying something'" (Austin 1962, p. 94). The locutionary act denotes the act of saying something. For instance, when a speaker who has a dinner with his/her family members says 'I need salt', he/she produces a statement which describes his/her need. Thus one can define the locutionary act as an act of saying or stating something in its true sense (Yule, 1996).
- **Illocutionaryact:** It refers to the intended meaning implied by the speaker when he/she produces his/her utterance. This suggests that the illocutionary act is about what the speaker wants from the hearer when he/ she produces his/her locutionary act. For instance, The speaker who says ' I need salt', implicitly asks the hearer (family members) to give him/her salt (Austin, 1962)
- **Perlocutionary act:** It refers to the impact or the force that the locutionary act has on the hearer. Unlike the locutionary and illocutionary acts which are related to speaker (s); the perlocutionary act is centered around hearer (s). It denotes the effect of the speaker' locutionary act on the hearer. For instance, after hearing the utterance 'I need salt', one of the family members can be persuaded to go to the kitchen and bring the salt.

1.3.1.4. Felicity Conditions

In pragmatics and speech act theory, the term felicity conditions refers to the conditions that must be in place and the criteria that must be satisfied for a speech act to achieve its purpose. These conditions are:

- **Propositional content condition:** requires that the locution must exhibit conventionally acceptable words for erecting the speech act.
- **Preparatory condition:** requires that specific requirements are existing such as that the utterance is made by a person that has the authority to do the action and that the utterance is stated in appropriate circumstances with appropriate actions. If that condition is not met the act has not been carried out.
- **Sincerity condition:** requires that the person performing the act must have appropriate beliefs or feelings to do the action.
- **Essential condition:** requires that the speaker commits himself the responsibility of carrying out the act (Renkema, 1993, p. 23)

Austin argued that this procedure must be carried out correctly and completely. And the person performing the speech act must (in most circumstances) have the required thoughts, feelings and intentions for the speech act to be 'felicitous'. That is, the communication must be carried out by the right person, in the right place, at the right time and, normally, with a certain intention or it will not 'work'. If the first two of these conditions are not satisfied, the act will not be achieved and will 'misfire'. If the third of these conditions does not hold, then the procedure will be 'abused'.

1.3.2. Searl's Speech Act Theory

The theory of speech act that was proposed by Austin (1962) was developed by Searl in 1969. Searle focused on the illocutionary act. Searle (1969, p.110) referred to the

illocutionary act as “the generation of the sentence token beneath certain conditions” and as “the negligible unit of etymological communication”.

According to Searl (1969), speakers are able to perform five illocutionary acts, namely: Assertive, commissive, directive, declaratory and expressive illocutionary acts.

- Assertive acts occur when a speaker describes how things are in the world, as in ‘ the earth is round’.
- Commissive acts take place when the speaker commits himself/herself to do something, as in the case of promises.
- *Directive acts refer to those speech acts by which a speakers* attempts to get a hearer to do something, as in ‘ I need salt’, or ‘ I forget my pen’.
- *Declaratory acts* happen when a speaker does a particular thing at the moment of the utterance. The example mentioned above ‘I name my sone Reda’ is considered as a declaratory act.
- *Expressive acts occur* when a speaker expresses his/her attitudes or point of view. Criticism and compliments are regarded as expressive acts.

1.4. Criticism

Criticism can be defined as a written or spoken expression produced by a person or group of people to describe or express good or bad actions, creations or decisions made by a person or a group of human beings in various fields such as literature, politics, cinemas, theaters...etc. It is a speech act that determines the strengths and weaknesses of the subject and/or the object being criticized. (Wikipedia).

The task of criticism is to review and evaluate the value of the thing being criticized. It may sometimes propose solutions. Criticism may be written (documents, newspaper

publications) or spoken (political speeches or television and radio interviews). Cognitive criticism, for example, is to consider the possibility and conditions of knowledge and its limits, which is generally not to accept a statement or opinion before scrutinizing it, which is generally divided into two types: external criticism, which is to consider the origin of opinion, and internal criticism, which is to consider the same opinion in terms of composition and content. (Wikipedia).

Criticism is an art aimed at encouraging someone to improve his/her level rather than hurt his/her feelings. According to Brown and Levinson (1987), criticism should be produced in a positive tone in order to achieve a clear goal. For them, criticism is used to assess a person's behavior or thought without personally attacking or blaming him/her. Thus, to criticize someone, from Brown and Levinson's viewpoint, one should choose the right time and the right situation to save his/her face. For instance, if your friend gains extra weight, you can indirectly criticize and save his/her face by telling him/her that his/her health will be better if he/she loses more weight.

1.4.1. Types of Criticism

The speech act of criticism can be direct/ indirect, personal/impersonal, verbal/nonverbal, implicit and explicit. There are several types of criticism:

- **Logical criticism:** a logical criticism is an objection to a concept, argument, action, or circumstance on the grounds that it does not make rational sense (there is something wrong with it because it is illogical, does not follow, or violates basic meaning norms). Assumptions, coherence, implications, and purpose are common targets for such objections.

- **Factual criticism:** a factual (empirical) criticism is an objection to a concept, argument, action, or circumstance based on the evidence of known experience relevant to it.
- **Positive criticism:** is when someone points out a good or positive feature of something that is being neglected, disregarded, or ignored. People may be able to notice only the bad aspects of something, necessitating the need to emphasize the positive aspects. A favorable critique can also be used to justify or defend oneself.
- **Negative criticism:** is when someone expresses a negative opinion on something solely to demonstrate that it is incorrect, inaccurate, misguided, illogical, disagreeable, or untrustworthy. It usually denotes dissatisfaction or disagreement with something, and it highlights the negative aspects of something.
- **Constructive criticism:** tries to demonstrate that a different method might better serve the objective or purpose of something. In this scenario, expressing the critique isn't inherently incorrect, and its intention is recognized; rather, it's argued that the same goal might be reached more effectively by a different path.
- **Destructive criticism:** is aimed at destroying the object of the criticism. (For example, "You should keep quiet and stick to the program.") The goal is to demonstrate that someone else's point of view is invalid or unworthy of consideration.
- **Practical criticism:** refers to relevant practical experience in order to demonstrate why a course of action is incorrect or under what conditions it might succeed. Others may examine if an idea makes sense at first, but they frequently express concerns about its practicality and implications.
- **Theoretical criticism:** is concerned with the meaning of ideas, especially concepts that underpin an activity. It is concerned with a theory's coherence or meaning, its

connection to reality, the legitimacy of its goal, and the limits of the perspective it gives.

- **Moral criticism:** is primarily concerned with the rights and wrongs of people's principles, ethics, or standards, what is good and terrible about what they do, or the rights and wrongs of their circumstances. Morality is concerned with determining what is good and evil for individuals, as well as how we determine this.
- **Scientific criticism:** scientific critique is more concerned with quantitative or categorical qualities than with moral ones. It focuses on whether or not a concept can be proven true or untrue, or what the boundaries of its proper application are, regardless of whether or not others agree with it or the moral consequences.
- **Self-criticism:** is the capacity to evaluate the advantages and disadvantages of one's own ideas, thoughts, actions, behavior, or outcomes, particularly from the perspective of how others would see them. Self-criticism can take place in solitude or as part of a group conversation.
- **Religious criticism:** is largely focused with determining whether God would consider certain behaviors and thoughts to be beneficial or evil for human beings (or for the world). Sacred or holy writings are usually found in religions and serve as authoritative guides for evaluating acts and thoughts as good or evil. Religious authority draw standards for how people should live and act in the world from them. (Wikipedia). (https://en.wikipedia.org/wiki/Varieties_of_criticism).

1.4.2. Characteristics of Criticism

According to The Audiopedia (2017), when dealing with critiques, several features or characteristics are taken into consideration. The most essential one are generally:

- The framework from which a Criticism is mad.

- Criticism's content, or what it entails.
- Criticism's goal, motivation, application, or function ("why" is the criticism being raised, what is its aim).
- Criticism's style, i.e. the language it employs and the media through which it is expressed
- The manner in which the criticism is delivered, transmitted, or communicated ("how", or by what means, is the criticism conveyed).
- The source of the criticism ("from whom" criticism originates).
- Criticism's target or object.
- The situation in which a criticism may occur(place, setting, contexts...etc.).
- The recipients or audience of the criticism (criticism directed or addressed "to where" or "to whom"). (<https://www.youtube.com/watch?v=96aHP18DpkE>).

1.4.3. Nguyen (2005)'s Classification of Criticism

In his PhD thesis, Nguyen (2005) examined the criticizing strategies used by a group of Vietnamese EFL learners and the way these learners respond to criticism. The results of the study revealed that the Vietnamese EFL learners use a set of strategies. Nguyen's classification of these strategies has become widely used by many researchers to investigate the speech act of criticism.

Nguyen's model includes two types of criticism: Direct and indirect. Each type can be realized by using different strategies.

Direct criticism refers to a speech act which explicitly and clearly points out "the problem with H's choice/ actions/ work/ products, etc" (Nguyen, 2005, p.112). To describe explicit criticism a speaker may use one of the following strategies:

- **Negative evaluation:** refers to the use of evaluative adjectives to criticize someone. This strategy can be expressed by using evaluative adjectives which have negative meaning (e.g., I think it is a bad idea to...), or by using evaluative adjectives which have positive meaning plus negation (e.g., I think it is not a good idea to...).
- **Disapproval:** refers to describing the attitude of a speaker towards a hearer's choice (e.g., I do not like the way speak to your mother)
- **Expression of disagreement:** refers to the use of negation (Not), or direct performatives (I agree, I disagree).
- **Identification of problem:** refers to stating the problem or the errors that a speaker may find with a hearer's choice (e.g., there are some grammatical errors in your essay).
- **Statement of difficulties:** refers to the use of expressions as 'I find it difficult to understand, or it is difficult for me to accept...'
- **Consequences:** refers a speaker's warning about the negative consequences or the negative effects of a hearer's choice.

Unlike direct criticism which explicitly indicates problems with hearers' choice or actions, indirect criticism refers to the use of indirect speech acts which imply “ the problems with H's choice/ actions/ work/ products, etc.” (Nguyen, 2005, p.113). indirect criticism can be performed by the following strategies:

- **Correction:** refers to fixing the errors or the problems of someone without mentioning that he/she makes a mistakes or a problem (e.g., their not there).
- **Indicating standard:** refers to describing collective obligation rather than describing personal judgment (e.g., Theoretically, an abstract needs to be a short summary'
- **Preaching:** refers to the use of guidelines to a hearer

- **Demand for change:** refers to the use of expressions such as "you have to", "you must", "it is obligatory that" or "you are required" or "you need", "it is necessary (e.g., you have to pay attention to spelling mistakes)
- **Request for change:** refers to the use of expressions such as 'will you ...?', 'can you ...?', 'would you ...?', or the use of imperatives (with or without politeness markers), or want statement.
- **Advice about change:** refers to the use of expressions such as 'I advice you', or 'you should'.
- **Suggestion for Change:** refers to the use of expressions such as 'I suggest that ...', 'you can', 'you could', 'it would be better if' or 'why don't you'.
- **Expression of uncertainty:** refers to the use of expressions which describe the speaker's uncertainty to raise the hearer's awareness of the inappropriateness of his/her choice. (e.g., **does the word group end with 'e', I am not sure**).
- **Asking/Presupposing:** refers to the use of rhetorical questions to raise the hearer's awareness of the inappropriateness of his/her choice (e.g., did you read your essay again before submitting your paper)
- **Other hints:** refers to the use of indirect hints (e.g., I prefer to mention directly the aim of the study).

1.5. Review of related studies

1.5.1. Arabic studies

Abdullah (2013) looked at how Egyptian English as a Foreign Dialect (EFL) speakers conducted two face-threatening speech acts: Criticizing and reacting to feedback. The study also looked at the effects of gender and EFL proficiency level on the event of a practical exchange. The data was gathered by an open-ended survey of 40 local English-speaking

Americans in the United States and 40 EFL-speaking Egyptians in Egypt. The two dialects were compared in terms of processes, semantic equations, modifiers, and total of speech. The findings of the study indicated a few similarities and differences between the Americans' and Egyptians' interpretations of two discourse actions under investigation. Furthermore, the frequency of pragmatic conversation was shown to be influenced by sexual orientation and competence level.

Al Shra' (2013) investigated the tactics of criticism used by members of Al-ittijah Al Moaakis, The Inverse Heading, an Al-Jazeera Fawning Channel show (JSC). The data were made up of screenplays from two sequences from the show. After gathering the data, the researcher interpreted, evaluated, and divided it into four types of feedback: Direct to the criticized person (CP), direct to a third party, roundabout to CP, and backhanded to a third party. The researcher used Van's (2007) categorization of the speech act of criticism for data analysis. The study discovered that members prefer to give coordinated comments than backhanded feedback. The statistics also revealed that the most common form of coordinate feedback received by members was a negative assessment, while the most common roundabout way was a request for a change in methodology.

1.5.2. Non Arabic studies

Nguyen (2005) investigated how a group of Vietnamese EFL students used two speech acts: Criticizing and replying to criticism. A total of 36 Vietnamese English as a Second Language (ESL) students (12 tall fledglings, 12 intermediate learners, and 12 advanced learners), as well as 12 Vietnamese native speakers and 12 Australian native speakers, participated in the study. To obtain the information, the researcher used a written survey and a role play. The primary findings of the study revealed that, in comparison to local English speakers in Australia, Vietnamese EFL critiqued and responded to feedback in a very

different way. Furthermore, the researcher claimed that ability had little bearing on the use of these two speech actions. Following that, the study discovered that business interchange had an impact on the learners' generation. The interviews with learners revealed four key factors that have an influence on their day-to-day decision-making: inadequate L2 practical knowledge, communication and learning exchange, preparation difficulties, and learning experience.

Cao (2005) looked at how Chinese teachers execute the speech act of criticism and how their understudies respond to it. The data were gathered using an ethnographic technique, which allows the researcher to collect unrestricted speech. As a hypothetical system, the discussion used Austin and Searle's Speech Act Hypothesis as well as Brown and Levinson's Respectfulness Guideline. The discussion focuses on the basic conditions of criticism, criticism's essence, syntactic patterns, phonetic features, and practical powers of criticism. The study discovered that social and societal factors influenced the use of critique approaches.

Hoa (2007) looked at how Vietnamese and Americans used the speech act of criticizing each other. A survey was used to gather information from 102 Vietnamese and 102 Americans. The discussion focused on three aspects of criticism: pundits' subjects, variables affecting criticism, and criticism's repetition. Within the investigated viewpoints, the study discovered similarities and differences between the two groups. According to the study, Vietnamese and Americans prioritize the factors that influence their critical conduct in an unexpected way. To the Americans, the distinction between conversationalists and the influence of criticism on the relationship are critical elements. For the Vietnamese, the point of criticism, the listener's age, and the gravity of the violation are all considered first. Furthermore, the study discovered substantial differences in the characteristics that influence criticism between Americans and Vietnamese (i.e. age of the listener, the relative social status

of the listener, and the reason of criticism). Because of the societal differences between America and Vietnam, the disparities may be interpreted.

Chang-Chao (2008) contrasted Chinese and English in terms of the critical speech act. The findings revealed that all speaking actions, including criticism, are influenced by cultural standards and customs. Due to societal differences, it was discovered that Chinese and English speakers use different methods of criticism. Because of the following two factors, it appeared that Chinese individuals used more backhanded methods to perform criticism than English people.

He (2008) looked at how the American sitcom *Developing Torments* used the speech act of criticism. This study looked at the critique techniques that influence the criticism speech act and reaction in real-life situations. The discussion was based on the Participation Guideline (CP), the Courteousness Rule (PP), and the Confront See from a practical standpoint. The findings revealed some pragmatic methods used by American citizens. The contemplation also aided in the recovery from commercial disappointment and the development of cross-cultural awareness.

Nguyen (2013) investigated the techniques used by native and non-native speakers of New Zealand English to deal with criticism. The data were gathered on a college campus in Auckland using role-play scenarios with five native New Zealand English speakers and five middle school students. The data was organized in accordance with Nguyen's classification of criticism realization techniques and modifiers (2005). The findings revealed that non-native English speakers had different critique techniques than native English speakers. The learners tended to rely largely on coordinated criticism and requests for change, whereas the native speakers used a variety of approaches. In situations when the two groups deemed criticism unseemly, the results also appeared to show that non-native speakers did not perform criticism

as well as native speakers. In addition, non-native speakers differed significantly from native speakers in terms of moderating devices and semantic formulae.

Farnia and Abdul Sattar (2015) investigated how Iranian local Persian speakers use the speech act of criticism. A Talk Assessment Test and an arranged meet were used to gather information from 100 Iranian local Persian speakers at Payame Noor College. The data were analyzed and classified using Nguyen's (2005) coding plot, in which responses were coded according to their realization methods and outside modifiers. The findings of the study suggested that the speaker's relative control, social distance between conversationalists, and rank (degree of load) all had a role in the choice of criticism approach and amount of explicitness. The research also revealed that Persian speakers prefer to use coordinated processes over backhanded tactics or regulating devices. Furthermore, it was discovered that Persians demonstrate respect for one another by using various soothing devices.

Nuryani (2016) looked at how the characters in the movie 'This Implies War' used criticism. This investigation also looked at the factors that influenced the filmmaker's decision to use these techniques. The film's discourse served as the contemplation's corpus. The findings revealed that the film used three types of respectfulness critique strategies: on the record, positive neighborliness, and off the record. The study also discovered that the characters used five neighborliness norms, including thoughtfulness adage, liberality adage, recommendation adage, unobtrusiveness adage, and understanding adage. The findings of the study revealed that pay and conditions (i.e. relative control, social separation, and rank of burden) impacted the selection of critique techniques.

Purnanto and Jauhari (2016) investigated the act of criticizing others through speech in the ethnic Madurese group. The study looked into how the ethnic Madurese use the silent criticism approach vs the outspoken criticism strategy. The study also looked at how verbal

criticism is used in various situations using open and private characteristics (Pu). To gather information, the analyst used a Talk Completion Test (DCT) and interviews. The findings of the study revealed that members of the ethnic Madurese group preferred the use of VCS over SCS. Furthermore, the study discovered that the social separate (D) component had a significant influence on criticism; it determined whether a critique should be expressed publicly/openly (+Pu) or secretly (Pu) in a given environment. On the other hand, the term "power" did not have a significant influence on the use of critical tactics.

1.6. Conclusion

In conclusion, criticism is used by the speaker to give negative feedback to the listener with the goal of improving the addressee's actions, behavior, words, attitudes, work, and so on. In contrast to complaints, criticism is constructive since it is directed for the benefit of the listener or the broader public rather than the speaker. It is important to note that non-native speakers can benefit from practicing speech actions such as criticism in order to increase their communication skills. As a result, the current study looks at the critique techniques used in Algerian Arabic. It will assist Arabic learners in learning and using the speech act of criticism efficiently and correctly.

Chapter Two
Research Methodology

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2.1. Overview

Following the theoretical part, that enabled us to formulate a clear idea about the speech act of criticism, comes this chapter which is dedicated to the practical side of the research. The chapter describes the research methodology adopted to conduct this study. This chapter is structured as follow: Section 2.2 restates the research questions. Section 2.3 describes the sample population of the study. Section 2.4 explains the research design. Section 2.5 illustrates, in details, the research methods used to collect data. Section 2.5 outlines briefly the pilot study.

2.1. Research Question

As mentioned earlier, the primary goal of the present study is to determine how EFL master students at Ibn Khaldoun University perform the speech act of criticism, and identify the factors that influence the use of these strategies. It seeks to answer the following questions :

1. What are the strategies that EFL master students at Ibn Khaldoun University use to perform the speech act of criticism?
2. What are the factors that determine the use of these strategies?

2.2. Research Design

In the field of human sciences, any scientific research can be classified, on the basis of its approach, into two main categories: Quantitative and qualitative research. Quantitative research is associated with numbers and quantities. Its main purpose is to get a numerical description of the sample population, i.e. information about the kind and the number of people participating in the study. Qualitative approach, on the other hand, is used to describe a set of non statistical inquiry techniques and processes used to gather data. (Buchanan, D.R. 1992).

Qualitative data may take the form of some collection of word, symbols, pictures, or other nonnumeric records, material, or artifacts that are collected by researchers.

In the present study, both quantitative and qualitative approaches were used. The researchers distributed a discourse completion test to a sample consisting of one hundred EFL master students at Ibn Khaldoun University of Tiaret and undertook an interview with ten EFL teachers who work in the same university. The quantitative approach was used to provide a precise and clear numerical description of (1) the criticism strategies used by EFL master students at Ibn Khaldoun University, (2) and the factors that influence the use of these strategies. The qualitative approach was applied to identify the teachers' viewpoints about these strategies, and support, therefore, the findings of this study.

2.3. Participants

In socio-pragmatic research, any researcher should select a relevant sample that represents the population that he/she wants to examine. The way a researcher chooses his/her sample depends on the goal (s) of the research. Thus, to achieve the research aims, the researcher should carefully determine a group of people that provides him/her with reliable findings. To this end, to collect accurate data about the criticism strategies that speakers of Tiaret use in their daily interaction, we randomly selected one hundred EFL master at Ibn Khaldoun University to be our representative sample. It is worth mentioning that the age and the gender of the participants were not taken into consideration. These two factors were beyond the aim of our study.

Regarding the interview, we chose five EFL teachers at Ibn Kahldoun University to represent all the EFL teachers who work in that University. It should be noted that all the teachers who participated in this interview are teachers of the EFL master students who were asked to answer our DCT. The reason behind choosing these teachers as a sample of our study

is that they were in direct contact with the EFL master students, and they, therefore, observed the way these students perform the speech act of criticism in the class. The sample used in this study are described in table (1) below

Table 1: The Sample of the Study

Methods of data collection	Participants	Number
Discourse completion test (DCT)	EFL master students At IbnKhalidoun University of Tiaret	100
Interview	EFL teachers At IbnKhalidoun University of Tiaret	05

2.4. Methods of Data Collection

To conduct our research two research methods were used: Discourse completion test and interview.

2.4.1. Discourse Completion Test

Discourse completion test (written and oral) is one of the main data collection instruments in intercultural-pragmatics. Kasper and Dahl (1991) defined DCTs as

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

DCT consists of hypothetical situations that can be used in a form of a questionnaire, it may take the form of open, multiple-choice, or dialogue-completion. Levenston and Blum (1978) were the first to use the DCT to study speech acts. Since that time, DCT has become a widely common method for collecting data in the study of speech acts (Beebe & Cummings,

1996). Many scholars argue that the DCT is the most appropriate means of research in the study of speech acts. Kasper and Rose (2002) clearly stated that

When carefully designed, DCTs provide useful information about speakers' pragma-linguistic knowledge of the strategies and linguistic forms by which communicative acts can be implemented and about their sociopragmatic knowledge. (p. 96)

As any research method, DCT has some advantages and disadvantages

- **Advantages of Discourse Completion Test**

- It enables the researcher to collect more systematic and comparable data (Felix Brasdefer.2008).
- It enables the researcher to collect large amounts of data in a short time, though these data are of a linguistic nature and difficult to be observed (Yamashita, 1996).
- It enables the researcher to collect data from a large number of participants (native and non-native speakers across different cultures) (Blum-Kulka et al., 1989).
- It enables the researcher to control the situational variables such as: Age, gender, social status, distance and power, proficiency (Kasper, 2000).
- It enables the researcher to provide the contexts that describe different variables such as social distance and power relationship that exist between the participants (Beebe and Cummings, 1996).
- It enables the researcher to obtain data which are steady with natural data in their occurrence at least in the major patterns and formulas (Beebe and Cummings, 1996).
- It enables the researcher to classify the most frequent and stereotypical strategies used to perform a given speech act (Félix-Brasdefer, 2008).

- It enables the researcher to understand data easily, without any transcriptions (Beebe and Cummings, 1996).

- **Disadvantages of DCT**

Despite its disadvantages, the discourse completion test (DCT) is being questioned about its reliability. This issue appears due to several weak points such as

- Differences between oral and written form. Beebe and Cummings (1985) argued that revealed that “*written role-plays bias the response towards less negotiation, less hedging, less repetition, less elaboration, less variety, and ultimately less talk*”. (p20).
- Participants could change what they would say in the hypothetical situation, i.e., they would not necessarily say what they actually say in the real situation. (Brown and Levinson, 1987).
- DCT can be limited as it is not able to bring out the fully extended discourse which commonly occurs due to the absence of interaction between interlocutors. (Bardovi-Harlig and Hartford, 1993).
- Students may carelessly provide the answers. (Yamashita,1996).
- It is hard to agree on the most appropriate answer among the native speakers. (Blum-Kulka et al., 1989).
- It is hard to measure student’s pragmatic competence. (Brown and Levinson, 1987).

To identify the strategies of criticism that EFL master students use in their interaction. A discourse completion of twelve situations was used. The situations were designed in relation to power relation (P) between interlocutors and the social distance (D) between them. Interestingly, the DCT were grouped into four categories, each of which consisted of three situations. The design of our DCT is described in table (2) below:

Table 2: The Design of DCT

DCT's structure			
Group 1: (+P, +D)	Situation 1	Situation 2	Situation3
Group 2: (+P, -D)	Situation 4	Situation 5	Situation 6
Group 3: (-P, +D)	Situation 7	Situation 8	Situation9
Group 4: (-P, -D)	Situation 10	Situation 11	Situation 12

It is worth mention that the twelve scenarios used in the DCT are examples from real life situations that exist in our Algerian society. The situations were described in Standard Arabic, but the participants were asked to answers in Algerian Arabic to mention exactly and clearly what they would say in each situation. Table (3) below describes the situations used in the DCT.

Table 3: The Description of the Situations

Power relationship and Social Distance	Situations	A person who performs the criticism	A person who is subject to criticism	Pragmatic Situations
(+P, +D)	1	House owner	Builder	Criticizing the bad construction of the house
	2	Supermarketowner	Worker at the supermarket	Criticizing the late coming of the worker
	3	Teacher	Student	Criticizing the student's presentation
(+P, -D)	4	Auncle	Nephew	Criticizing his bad behavior towards his mother
	5	Bakery owner	Brother working at the bakery	Criticizing lack of attention and dedication at his work
	6	Father	Son	Criticizing his behavior towards study

(-P, +D)	7	Student	Colleague	Criticizing his laughing during the session
	8	Neighbor	Another neighbor	Criticizing throwing trash on the street of the neighborhood
	9	Passenger	Another passenger	Criticizing smoking at the taxi
(-P, -D)	10	Friend	Close friend	Criticizing him for ignoring his mother's calls
	11	Son	Father	Criticizing his decision for selling the family car
	12	Brother/Sister	Both	Criticizing his behavior towards his wife

2.4.2. Interview

Interview is also one of the most used research methods to collect data. It is a conversation that happens between two or more persons to gather information. This method enables researchers to be in direct contact with the informants and ask, therefore, direct questions. Mc Donough (1997) stated that *“Interviews ...are just another way of asking questions, this time is face to face interaction”* (p.182). It seems that the nature of the interaction that exists between the interviewer and his/her respondents during the interview process enables the former to extract real information about the subjects' life, perceptions as well as beliefs. Interviews can be directly conducted through face-to-face interaction or through telephone. Nowadays, social network is also used to undertake an interview. Using interviews to collect data has some advantages and disadvantages

- **Interview's advantages**

According to “Interview Questions” (2019), there advantages of the interview can be summarized in the following points:

- It provides reliable answers.

- It helps the researchers to elicit detailed information
 - It gives the opportunity to the participants to interact more with the researcher.
 - It helps the researcher to capture an interviewee's emotions and behaviors.
 - It gives the opportunity to researchers to select suitable participants.
 - It can help to collect fresh, new and primary information as needed.
 - It can help to save time.
 - It increases mutual understanding and co-operation between the parties.
- (<https://www.youtube.com/watch?v=Yn6bapgy7Mo>)

- **Interview's limitations**

The interview method is not without problems. The main problems are:

- Sometimes, interviewees are less attentive and provide less information than what the researcher expect
- There is a possibility that the interview process can be influenced by the biases of the interviewer.
- Personal matters may not be revealed by interview method.
- Shy and hesitated people cannot face interview freely.
- Subjective in nature.

(<https://www.youtube.com/watch?v=Yn6bapgy7Mo>)

As mentioned earlier, the interview was conducted to maintain the data that we collected from EFL master students. That is why the age of the teachers with whom we undertook the interview is not taken into consideration. All the teachers were asked the same questions in the same order. To gather information about the criticism strategies that EFL master students use in the class, we structured the interview into three main sections. Section one which includes four questions was used to gather information about the types of criticism that EFL master students use in the class. Section two which consists of two questions was

used to elicit data about the strategies of criticism used by these students in the class. Section three which contains two questions was used to collect data about the influence of power relationship and social distance on the use of these strategies.

2.5. Pilot Study

A pilot study was conducted with five EFL master students at Ibn Khaldoun University of Tiaret to test our reliability and the validity of the discourse completion test before using it to collect our data. Another pilot study was conducted with two EFL teachers who work in the same university to make sure that our interview is clear.

Chapter Three
Results and Discussion

3.1. Overview[34]

3.2. Data Analysis[34]

3.2.1. Analysis of the DCT[34]

3.2.2. Analysis of the Interview[54]

3.3. Results Interpretation[55]

3.4. Conclusion[56]

3.1. Overview

This chapter presents the results obtained from the discourse completion test and the interview, and analyzes them in light of the criticizing strategies that have been proposed by Nguyen (2005). The chapter is divided into two sections. Section one is devoted to report and analyze data that were elicited from EFL master students at Ibn Khaldoun University. The second section is dedicated to describe and discuss data that were gathered from the EFL teachers at Ibn Khaldoun University.

3.2. Data Analysis

3.2.1. Analysis of the DCT

1. Level of Education

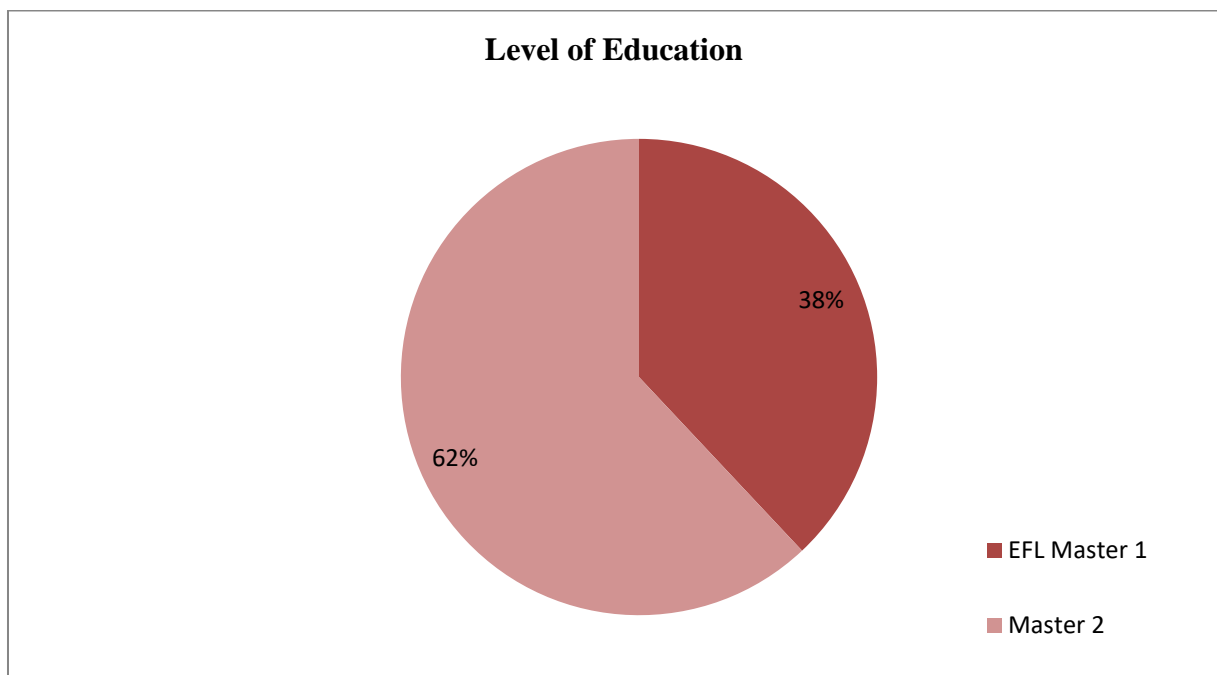


Figure 01: Participants' level of education

Figure 01 shows that the participants used in this study were all EFL master students. 38% of these participants are ‘master one’ students. Whereas 62 % of them are students of master two.

2. Criticism Strategies

The results obtained from the DCT show that all the strategies that EFL master students use to perform the speech act of criticism can be classified into two types: Direct and indirect strategies. The use of these two types varies according to power relation and social distance between the person who criticizes and the person who is subject to criticism. A detailed description of these results is provided in the sections below.

a. Direct Strategies

Table (4): EFL master students’ direct strategies

Direct strategies	(+P, +D)			(+P, -D)			(-P, +D)			(-P, -D)		
	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12
Negative evaluation	2%	4%	9%	1%	7%	05 %	4%	11 %	0%	0%	1%	4%
Disapproval	10 %	8%	9%	11 %	9%	11 %	4%	9%	4%	11%	17%	12%
Expression of disagreement	15 %	14 %	10 %	8%	16 %	17 %	8%	8%	18 %	9%	12%	11%
Identification of the problem	3%	6%	13 %	10 %	15 %	10 %	4%	6%	6%	10%	5%	9%
Statement of difficulties	8%	18 %	11 %	13 %	12 %	6%	9%	0%	12 %	7%	9%	5%
Giving consequences	14 %	12 %	14 %	17 %	13 %	12 %	11 %	12 %	9%	9%	4%	12%

Table (4) presents all the direct strategies that EFL master students use to perform the speech act of criticism. A comprehensive examination of the table indicates that the main direct strategies used by these students are ‘ negative evaluation’, ‘disapproval’, ‘ expression

of disagreement’, identification of the problem’, ‘statements of the difficulties’, and ‘giving consequences’.

b. Indirect Strategies

Table (5): EFL master students’ indirect strategies

Indirect strategies	(+P, +D)			(+P, -D)			(-P, +D)			(-P, -D)		
	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12
Correction	20%	12%	13%	16%	12%	16%	19%	16%	12%	24%	19%	15%
Indicating standard	2%	0%	1%	5%	0%	4%	2%	9%	5%	6%	3%	2%
Demand for change	6%	8%	4%	3%	6%	9%	10%	6%	11%	0%	7%	5%
Request for change	8%	6%	6%	4%	5%	5%	9%	7%	8%	4%	8%	7%
Advice about change	2%	4%	6%	3%	3%	2%	2%	4%	7%	6%	3%	5%
Preaching	10%	8%	4%	9%	2%	8%	18%	12%	8%	18%	12%	8%

Table (5) determines all the indirect strategies that EFL master students use to perform the speech act of criticism. A comprehensive examination of the table reveals that the main indirect strategies used by these students are ‘correction’, ‘indicating standard’, ‘demand for change’, ‘request for change’, ‘advice about change’, and ‘preaching’.

After presenting all the direct and the indirect strategies that EFL master students use to perform the speech act of criticism, these direct and indirect strategies are analyzed in relation

two main factors: Power relation (P) and social distance (D). To this end four subsections are provided. Each one represents one category (see the methodology chapter).

- **Category one: (+P, +D)**

Table (6): EFL master students' criticizing strategies in category one (+P, +D)

Criticizing Strategies		(+P, +D)		
		S 1	S 2	S 3
Direct strategies	Negative evaluation	2%	4%	9%
	Disapproval	10%	8%	9%
	Expression of Disagreement	15%	14%	10%
	Identification of the Problem	3%	6%	13%
	Statement of difficulties	8%	18%	11%
	Giving consequences	14%	12%	14%
	Total	52%	62%	66%
Indirect strategies	Correction	20%	12%	13%
	Indicating standard	2%	0%	1%
	Demand for change	6%	8%	4%
	Request for change	8%	6%	6%
	Advice about change	2%	4%	6%
	Preaching	10%	8%	4%
	Total	48%	38%	34%

Table (6) above indicates that when EFL master students have power over and are socially distant from a particular person, they tend to use direct criticizing strategies. The table also shows that other participants prefer to use indirect criticizing strategies.

➤ **Situation 1: Criticizing a builder**

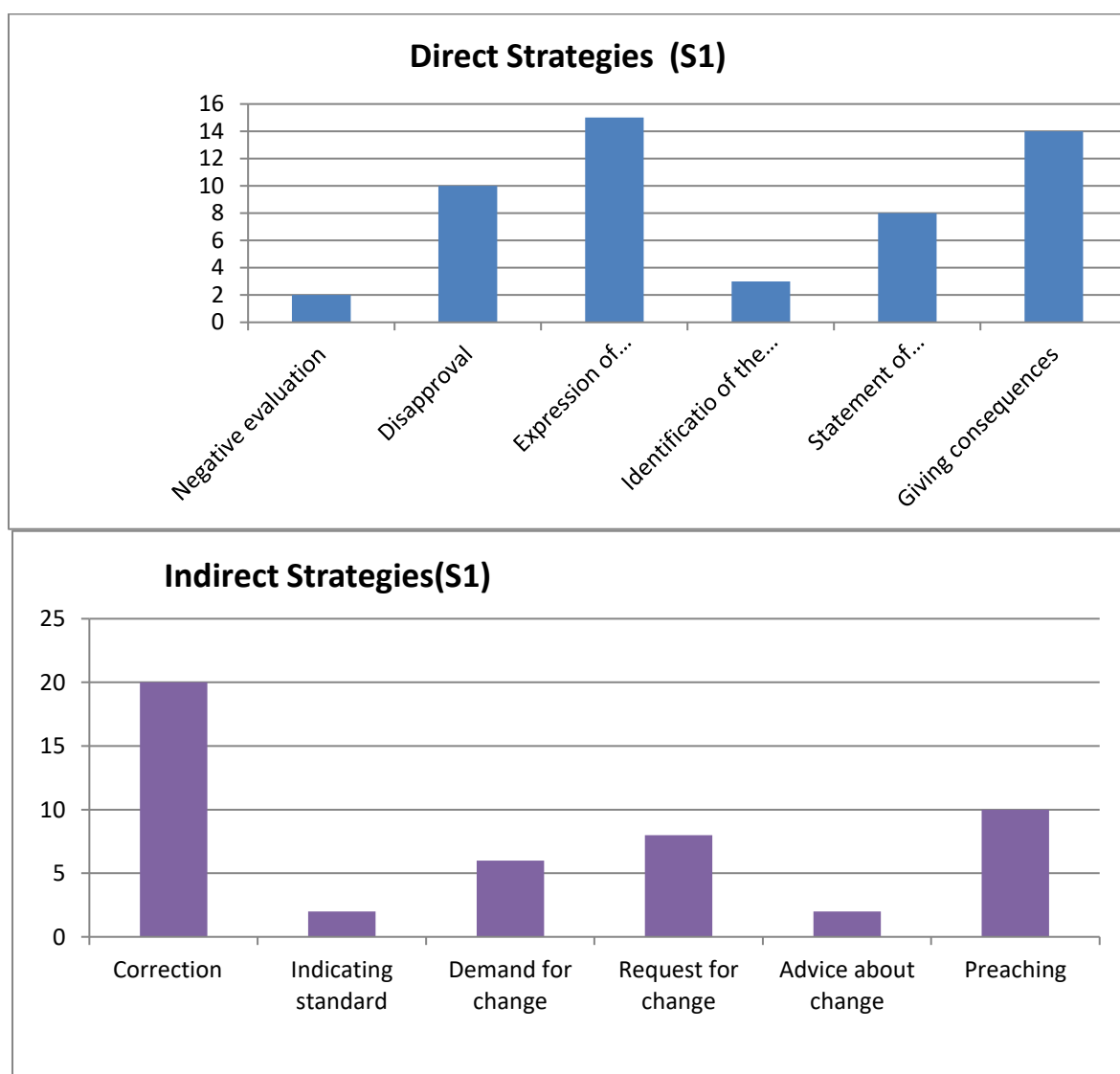


Figure 02: EFL master students' direct and indirect criticizing strategies in situation 1

In situation one, the participants were asked to write what they would say to criticize a builder who has not complete his work properly. As shown in figure (02), the participants use three direct strategies. 15% of them use expression of disagreement as in (مهيش قاع خدمة هادي). 14 % of them prefer to give consequences, as in (علاه متسقمش هادي انت)., and 10 % choose to provide disapproval, as in (اذا مكملتش الخدمة مليح مراحش تخلص).

Concerning indirect strategies, 20% of the participants use correction as in (عاود خدم هادي) (مليح), and 10 % prefer the preaching strategy as in (كون تساعفني خدم خدمة زينة منا و هاك).

➤ Situation 2: Criticizing a worker

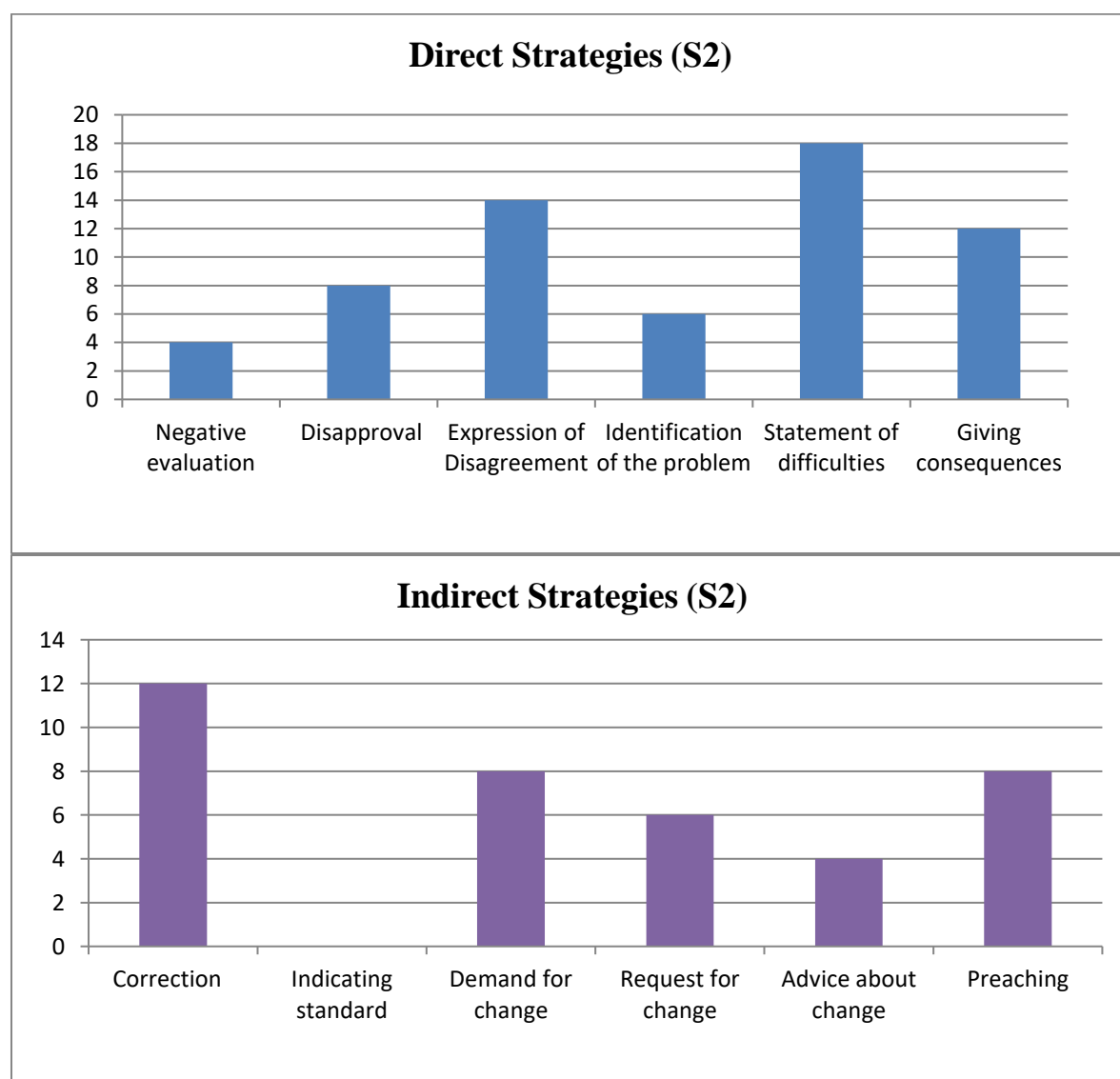


Figure 03: EFL master students' direct and indirect criticizing strategies in situation 2

In situation two, the participants were asked to write what they would say to criticize a worker who works in their supermarket for coming late each time. Figure (03) reveals that three direct strategies are more frequently used than the other strategies. 18% of the participants criticize the worker by expressing statements of difficulties, as in (عالبالك كي راك) (ديرالروتارهاكاشحال من مشتري رانا نضيعوه). 14% use disapproval, as in (نتا ديما روطار؟), and 12% prefer to give consequences, as in (علاه متنعلش الشيطان و تجي بكري شويا).

In addition to these direct strategies, some participants choose to use some indirect strategies. 12% and 8% of the participants use correction and preaching strategies respectively.

➤ **Situation 3: Criticizing your student**

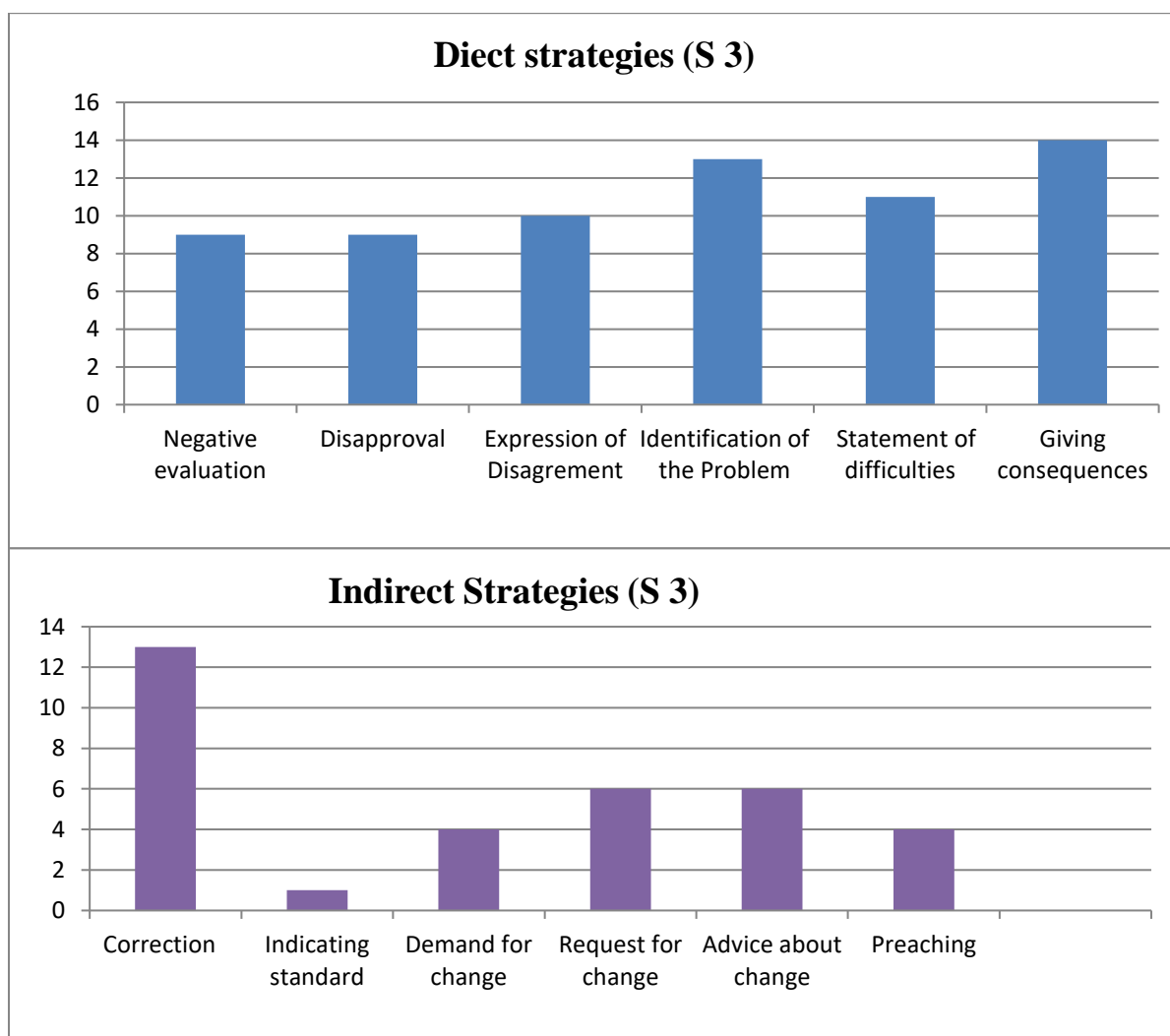


Figure 04: EFL master students' direct and indirect criticizing strategies in situation 2

In situation three, the participants were asked to write what they would say to criticize one of their students for his/her bad presentation. Figure (04) clearly shows that most of the participants use direct strategies. 14% of the participants prefer to give consequences, as in (بهاد التعبير مترواحش بعيد). 13% choose to identify the problem, as in (شا هذا راك خارج على الموضوع) (ولدي لازم تحاول تهدر على الموضوع), 11 % perform the criticism by expressing statements of difficulties, as in (كاين وحد الاخطاء راك دايرهم). 10% use expressions of disagreement, as in (معجبنيش هاذ تعبير). Besides, other direct strategies are used like 'disapproval (8%), and 'negative evaluation' (8%).

Though most of the participants (66%) use direct strategies to criticize their students, 12% of the participants prefer to use correction, as in (دايمن ابقى في نطاق الموضوع) to indirectly perform the criticism.

- **Category two: (+P, -D)**

Table (7): EFL master students' criticizing strategies in category two (+P, -D)

Criticizing Strategies		(+P, -D)		
		S4	S5	S6
Direct strategies	Negative evaluation	1%	7%	5%
	Disapproval	11%	9%	11%
	Expression of Disagreement	8%	16%	17%
	Identification of the Problem	10%	15%	10%
	Statement of difficulties	13%	12%	6%
	Giving consequences	17%	13%	12%
	Total	60%	72%	61%
	Correction	16%	12%	16%
	Indicating standard	5%	0%	4%

Indirect strategies	Demand for change	3%	6%	4%
	Request for change	4%	5%	5%
	Advice about change	3%	3%	2%
	Preaching	9%	2%	8%
	Total	40%	28%	39 %

Table (7) above shows that when EFL master students have power over close persons, they tend to use direct criticizing strategies. The table also shows that other participants prefer to use indirect criticizing strategies.

➤ **Situation 04: Criticizing your nephew**

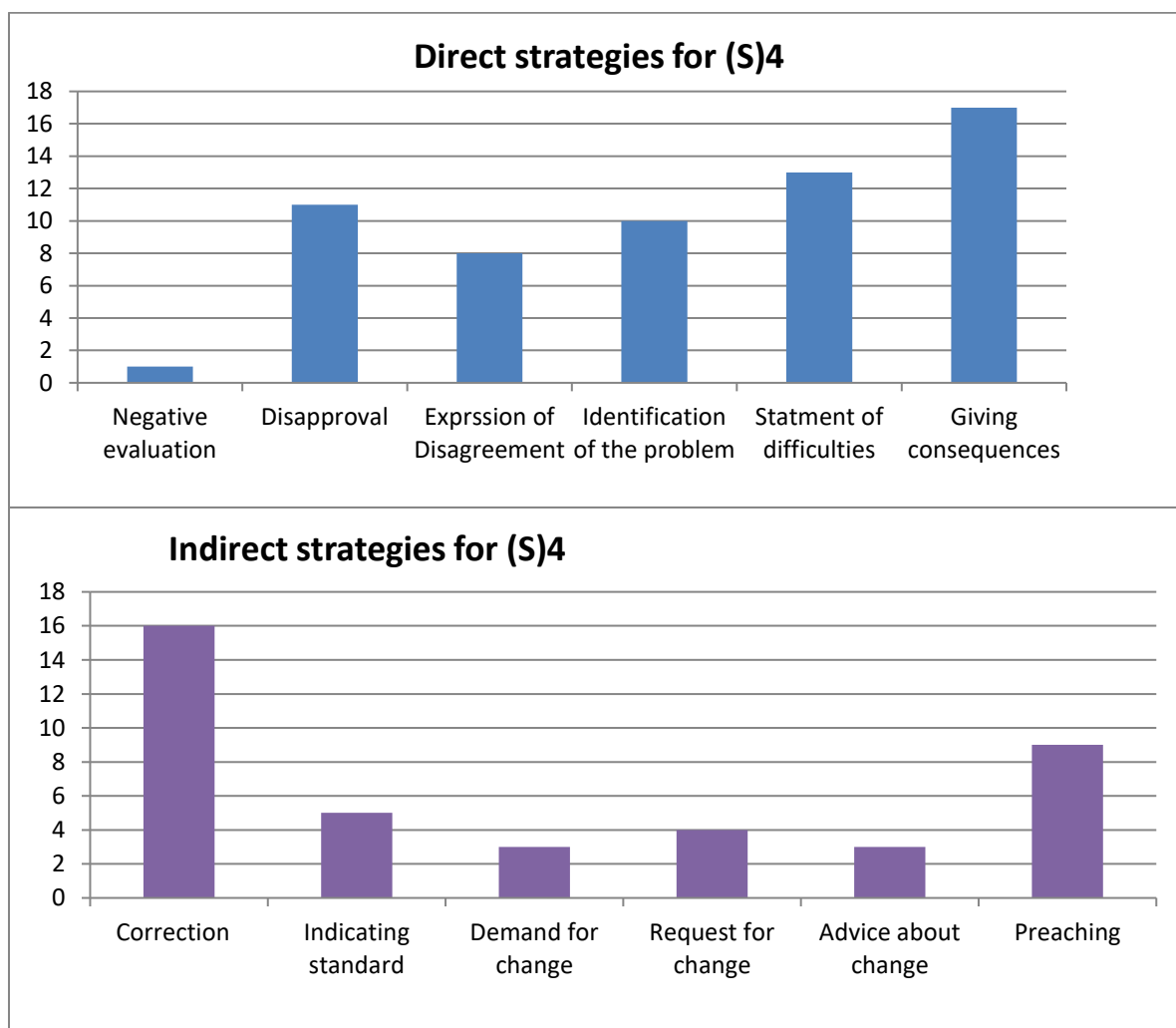


Figure 05: EFL master students' direct and indirect criticizing strategies in situation 4

For situation 4, participants were asked to criticize their nephew for his bad behavior towards his mom, as shown at figure 05, most of the participants use direct strategies, for instance, 17% choose to give consequences, (متدیرشهاکا مش ملیح مترضي لا ربي لا عبادو هاكا), and 13% produce statement of difficulties (والله متروح بهذي العقليه بعيد اخطيك).

Besides some indirect strategies are used. Figure 055 reveals that 16% of the participants use correction (ارتب علاه متخطيكش من ذي الطبيعة) and 8% choose preaching strategy as in, (يا ولدي, اسمع لمك. الوالدين راه وصى عليهم ربي سبحانوبزاف).

➤ Situation 05: Criticizing your brother

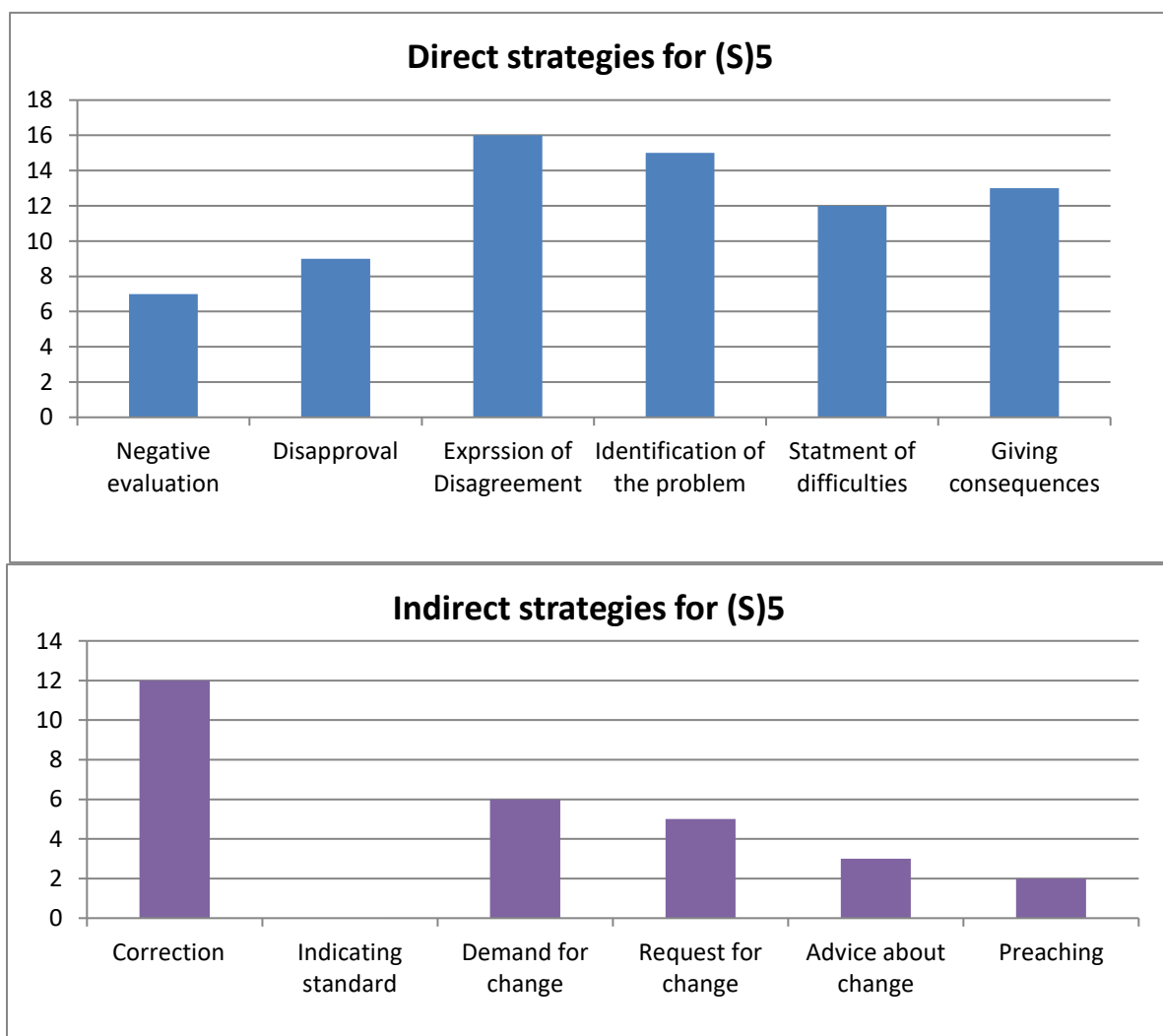


Figure 06: EFL master students' direct and indirect criticizing strategies in situation 5

So for situation five, the participants were asked to write what they would say to criticize a their brother who works at their bakery. As shown in figure (06), three direct strategies are used. 16% of the participants use expression of disagreement as in (غبت عليك) (يامات فلس كلش مش مليح قاع يتكل عليك لواحد). 15 % prefer to use identification of the problem, as in (كفاه مصنعتشالفورنوننا؟). and 13 % choose to use giving consequences, as in (مرة الجايه غي شوف) (خدمه وحدوخره).

As for indirect strategies, some participants (12%) use correction as in (قتلك ريح مع الخدامة) (روحت وخليتهم).

➤ Situation 06 :Criticizing your son

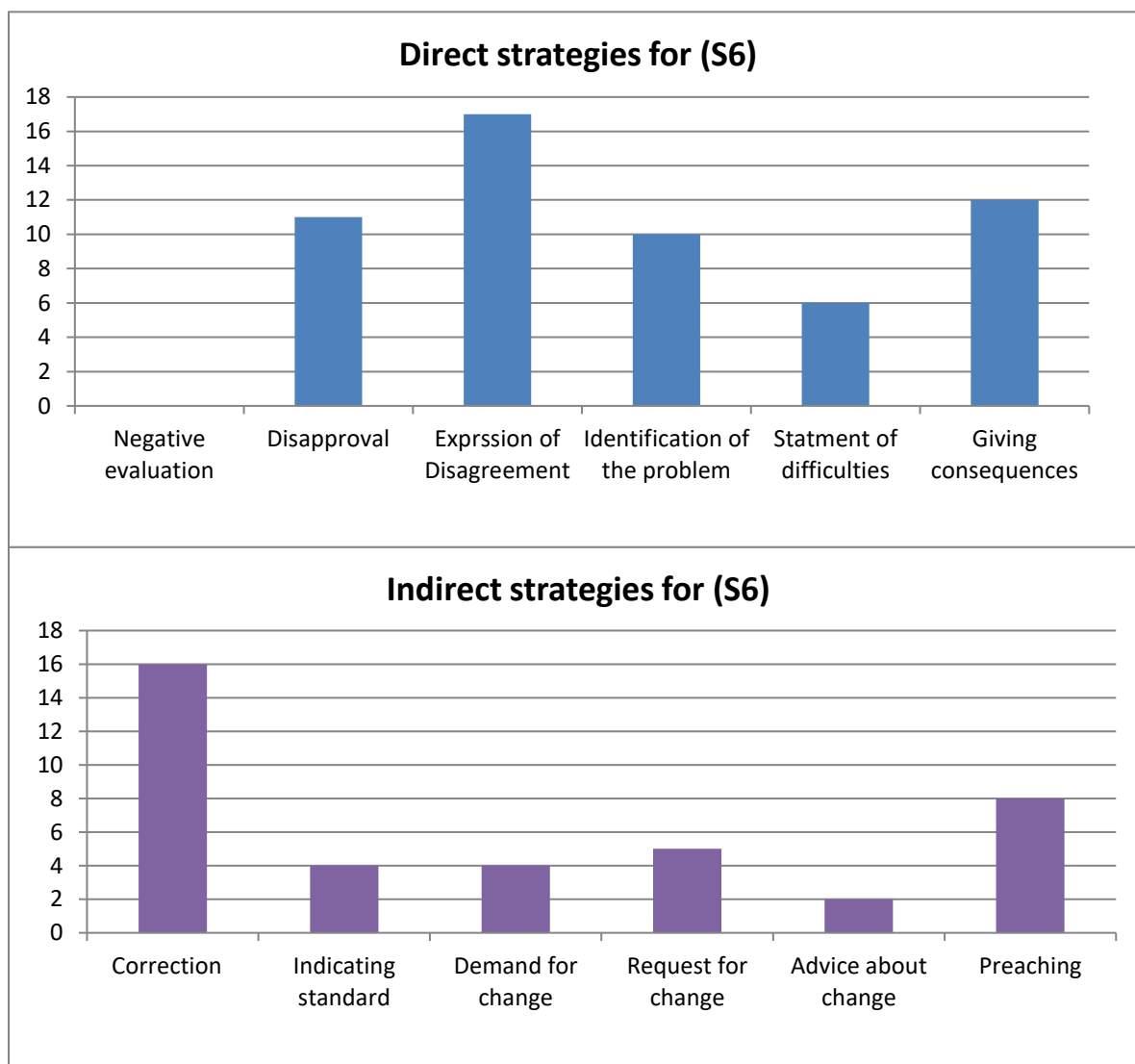


Figure 07: EFL master students' direct and indirect criticizing strategies in situation 6

In this case participants were asked to write what they would say to criticize their son for his naughty behavior, as shown above in figure 07. The participants prefer to use two direct strategies: 17% choose expression of disagreement as in (نتا في جبهة و ذراري لخرين في) and 12% give consequences as in (ترتب روحك خيرلك) (جبهة).

In addition to these indirect strategies, 16% of the participants prefer to perform indirect criticism by giving correction as in (حبس م لعب ولها في قرابتك).

- **Category three : (-P, +D)**

Table (8): EFL master students ‘criticizing strategies in category two (-P, +D)

Criticizing Strategies		(-P, +D)		
		S7	S8	S9
Direct strategies	Negative evaluation	4%	11%	0%
	Disapproval	4%	9%	4%
	Expression of Disagreement	8%	8%	18%
	Identification of the Problem	4%	6%	6%
	Statement of difficulties	9%	0%	12%
	Giving consequences	11%	12%	9%
	Total	40%	46%	49%
Indirect strategies	Correction	19%	16%	12%
	Indicating standard	2%	9%	5%
	Demand for change	10%	6%	11%
	Request for change	9%	7%	8%
	Advice about change	2%	4%	7%
	Preaching	18%	12%	8%
	Total	60%	54%	51%

Table (8) above indicates that when EFL master students do not have power over a socially distant person, they tend to use indirect criticizing strategies. The table also shows that other participants prefer to use direct criticizing strategies.

➤ **Situation 07 : Criticizing a colleague**

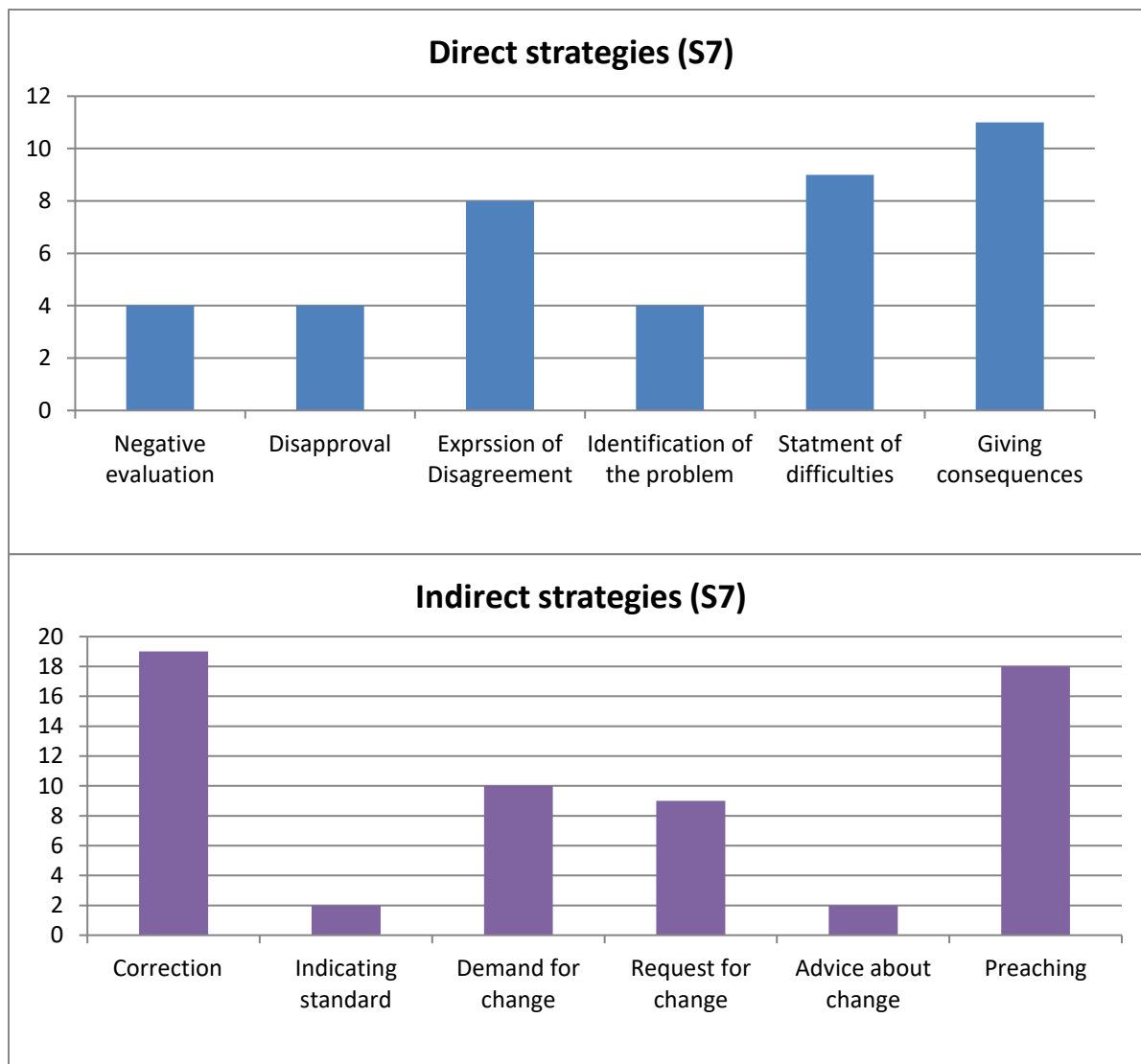


Figure 08: EFL master students' direct and indirect criticizing strategies in situation 7

The participants were asked, in this case, to write what they would say to criticize their classmate for being chaotic during the class time. As shown in figure 08, most of the participants prefer to use indirect strategies: 19% use correction as in (خالينا نفهموا غي هذي الحصّة), 18% choose preaching as in (مشي حرام عليك خلي ولاد الناس يسمعوا), and 10% demand for change (ها اسكت).

The figure also shows that some participants use direct strategies: 11% give consequences as in (يا رتب ضروك يحاوزنا البروف), and 9% produce statement of difficulties as in (والله مفهمنا الدرس) بسيتك

➤ **Situation 08: Criticizing a neighbor**

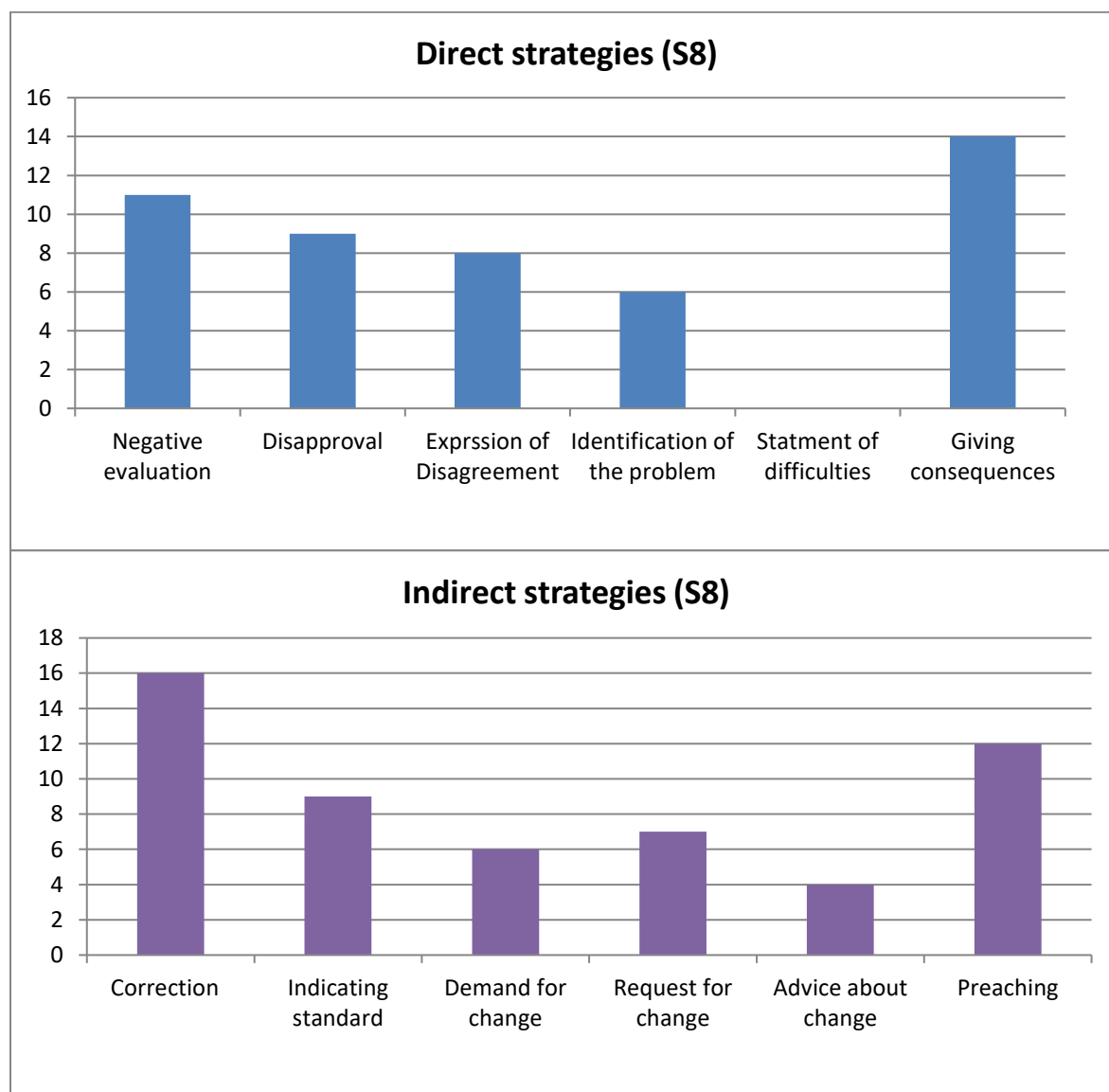


Figure 09: EFL master students' direct and indirect criticizing strategies in situation 8

For this situation, the participants were asked to criticize their neighbor for throwing trash at the street. Figure 9 shows the participants tend to use indirect strategies more than direct ones.

16% of the participants produce correction (معليش خويا تقيس الوسخ ف لابلوال راك تقيس في لرض وراك) (قاع مسخلنا الحالة هنا), and 12% give preaching (اسمحلش راك الدير متقيسش في لرض عيب).

Concerning direct strategies, 14% of the participants give consequences as in (راك موسخلنا فاع) (نتامكش متربي), and 11% provide negative evolution as in (الكرطي حبس سينو توصل لابلوليس).

➤ **Situation 09 : Criticizing a passenger**

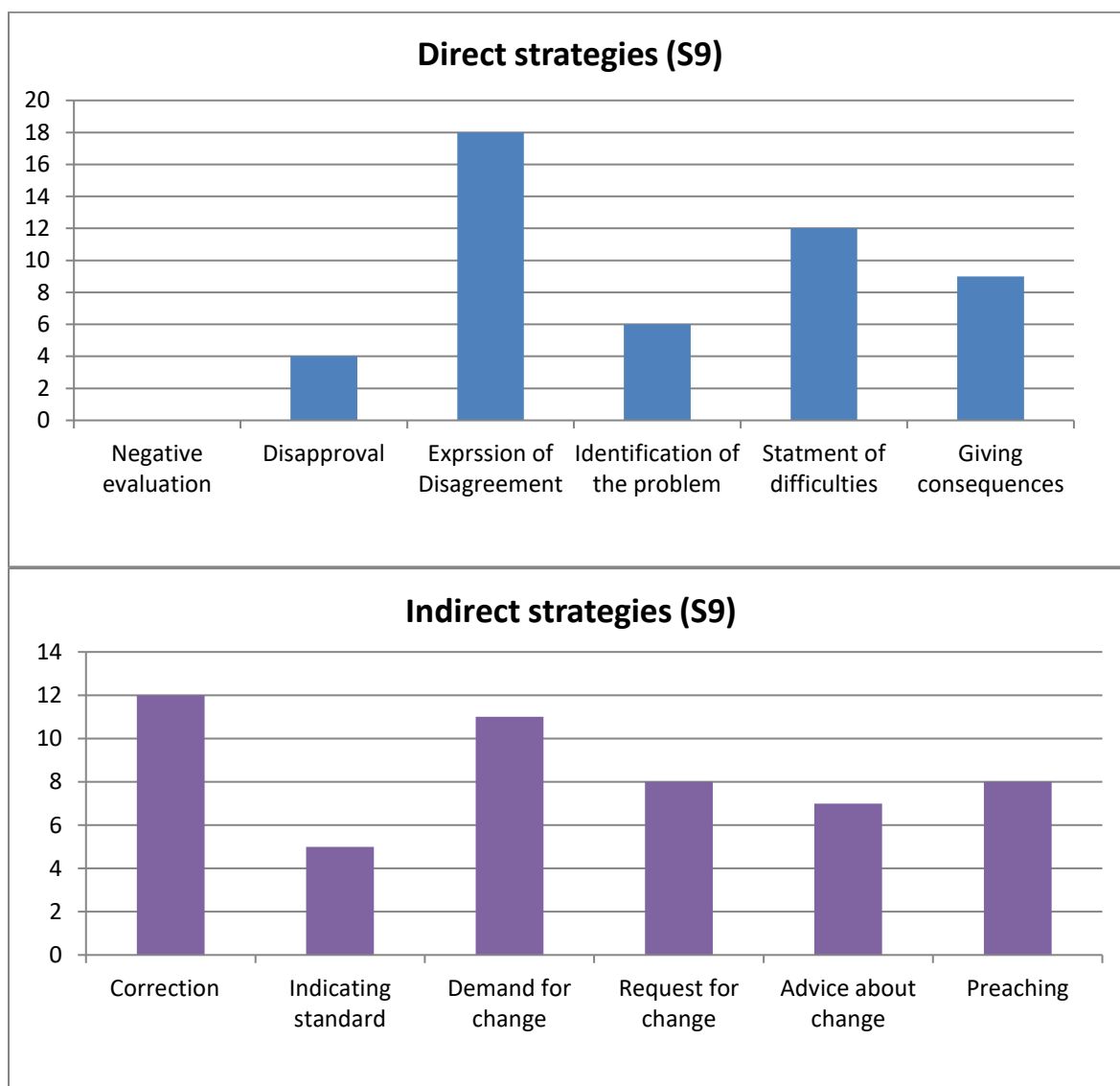


Figure 10: EFL master students' direct and indirect criticizing strategies in situation 9

In situation 9, the participants were asked to write what they would say to criticize a passenger who smokes in the taxi. As shown above in figure 10, the participants prefer to perform indirect speech acts: 12% choose to use correction, as in (خويا معليش طفي الدخان مش (هنا), and 11% demand for change, as in (طفي الدخان اذا بغيت). Other indirect strategies are used like request for change, advice about change and preaching.

In addition to indirect speech acts, some participants prefer to produce direct speech acts: 18% use expression of disagreement, and 12% choose statement of difficulties.

- **Category four : (-P, -D)**

Table (9): EFL master students' criticizing strategies in category two (-P, -D)

Criticizing Strategies		(-P, -D)		
		(S) 10	(S) 11	(S) 12
Direct strategies	Negative evaluation	0%	1%	4%
	Disapproval	11%	17%	12%
	Expression of Disagreement	9%	12%	11%
	Identification of the Problem	10%	5%	9%
	Statement of difficulties	7%	9%	5%
	Giving consequences	9%	4%	12%
	Total	48%	48%	56%
Indirect strategies	Correction	16%	19%	15%
	Indicating standard	6%	3%	2%
	Demand for change	2%	7%	5%
	Request for change	4%	8%	7%
	Advice about change	6%	3%	5%
	Preaching	18%	12%	10%
	Total	52%	52%	44%

Table (9) above reveals that when EFL master students do not have power over a close person, they use both direct and indirect criticizing strategies.

➤ **Situation 10 : Criticizing a close friend**

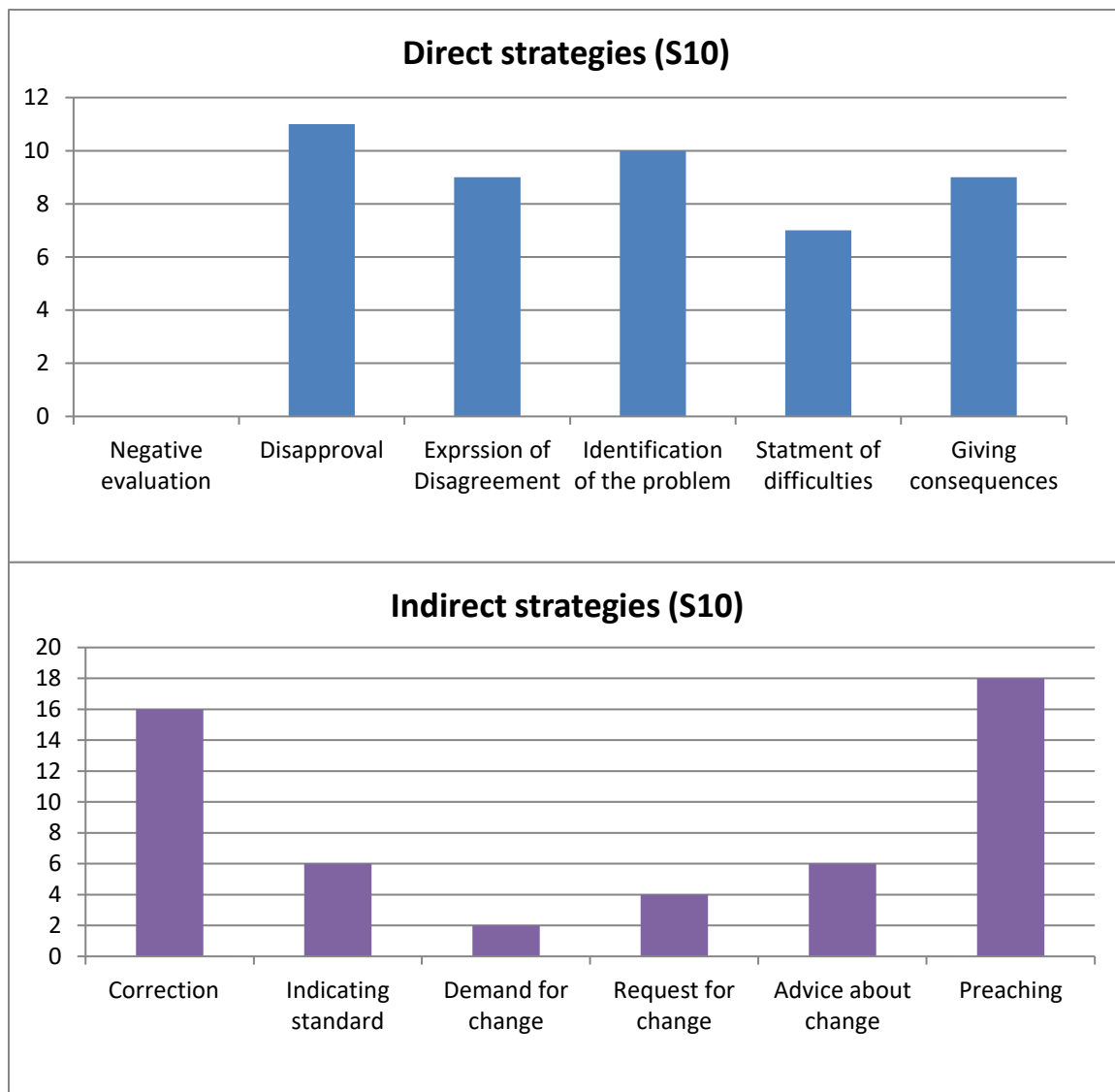


Figure 11: EFL master students' direct and indirect criticizing strategies in situation 10

In situation 10, the participants were asked to criticize close friend for not responding his/her mom's calls. As shown above in figure 11, both direct and indirect strategies are used. Concerning direct strategies, 11% of the participants use disapproval, as in (مكاش منها ذي قاع ها), 10% prefer to identify the problem as in (ضرورك تتلقماماك رقد عليها), and 9% give consequence, as in (انا كون منرفدش تيليفون على ما كما هاكا نتجاوز على كبري)

Regarding indirect strategies, 16% of the participants use correction as in (هاك ريوندي) and 18% choose preaching, as in (يهديك ربي عاودلهاسقسياهاشا كايين).

➤ **Situation 11 : Criticizing a father**



Figure 12: EFL master students' direct and indirect criticizing strategies in situation 11

In situation 11, the participants were asked to criticize their father for selling the family car during tough time. The figure 12 indicates that some of the participants prefer to produce direct strategies. For example, 17% of the participants use disapproval, as in (كي غلا السوق) (وحتاجينا لوطو روت بعته), and 12% choose expression of disagreement, as in (علاه تببع فيها علاه) (والله لا غاية نافعتنا).

However, other participants perform indirect strategies. The figure 12 reveals that 19% give correction, as in (وينتا تشريلنا وحده جديدة س), and 12% use preaching (الله يهديك طلقت ما في يدك) (ورحت تبعلي ما فل الغار).

➤ **Situation 12: Criticizing a brother**

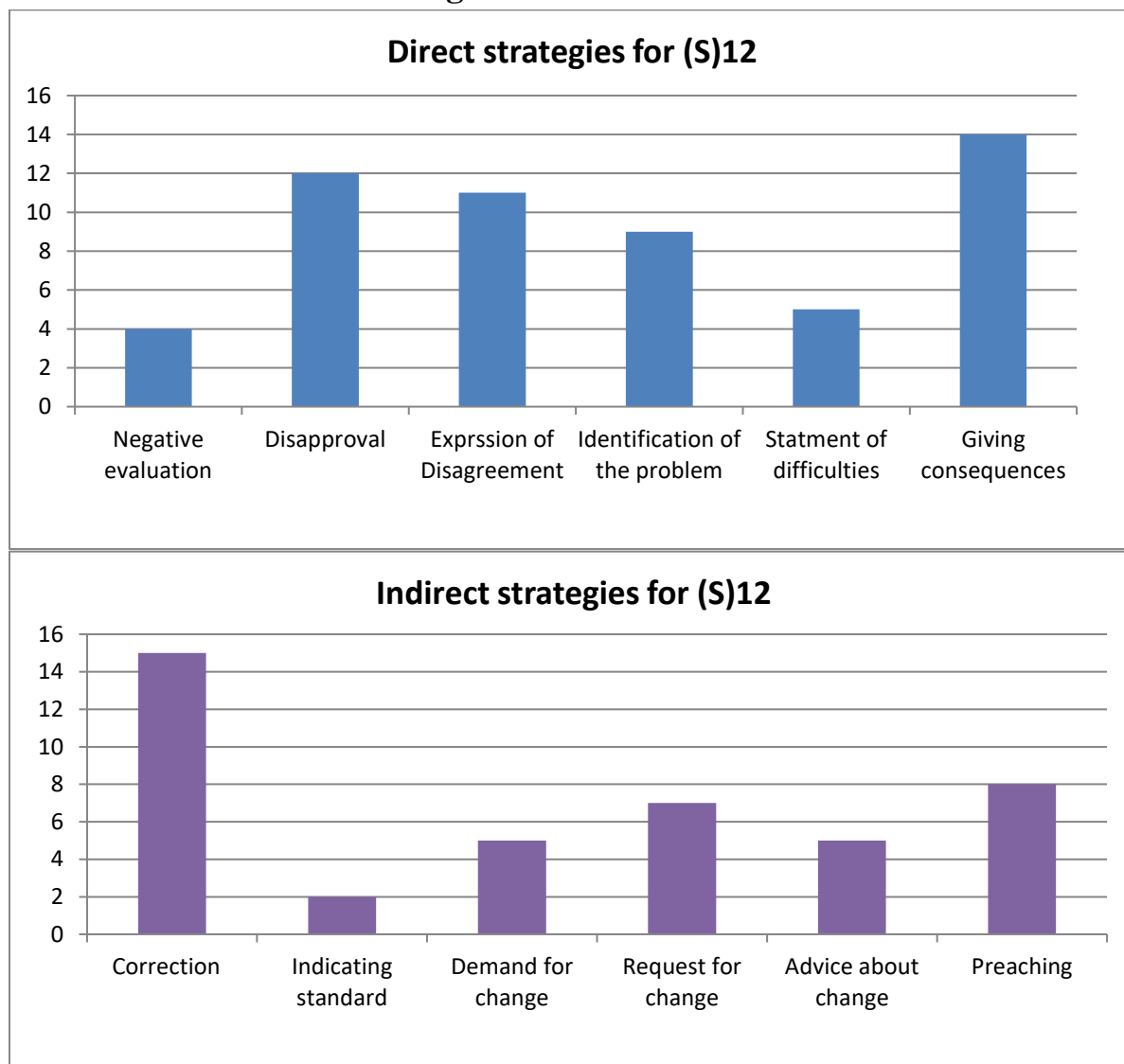


Figure 13: EFL master students' direct and indirect criticizing strategies in situation 12

In the last situation , the participants were asked to criticize your married brother for his bad attitude towards his wife. The figure 13 shows that several direct strategies are used. The figure indicates that 14% give consequences as in (تعامل فيها هاك والله متعدللك), and 12% provide disapproval, as in (علاه راه صاري هاك بيناتكم شا كايين).

In addition to direct strategies, some participants prefer to perform indirect strategies. The figure reveals that 15% give correction, as in (في عوض لا راك تزقي عليها كون راك تخرجوتحوسوتبدلو) (شوي جو), and 10% use preaching.

3.2.2. Analysis of the Interview

The results obtained from the five teachers are descriptively analyzed.

Question one: How do master students criticize you about their low grades?

Four teachers say that the master students use indirect strategies to criticize them for their low grades. Only one teacher says that the students use direct strategies.

Question two: How do master students criticize their bestfriends in the class ?

Three teachers argue that the master students use direct strategies to criticize their best friends in the class. However, two teachers believe that the students use both direct and indirect strategies.

Question three: How do master students criticize their classmates in the class ?

Three teachers argue that the master students use indirect strategies to criticize their classmates in the class. One teacher believes that the students use direct strategies, and another teacher assumes that the students use both direct and indirect strategies.

Question four: Which of the following direct strategies are used by master students ? and how often ?

Two teachers argue that the students usually use expression of disagreement. Other two teachers believe that the students sometimes use disapproval. Only one teacher assumes that the students sometimes give consequences.

Question five: Wich of the following indirect strategies are used by master students ? and how often ?

Three teachers say that the students sometimes use correction, and two teachers argue that the students use advice about change.

Question six: According to you, the use of direct and/or indirect criticizing depends on (1) Power relation between speaker and hearer, (2) Social distance between speaker and hearer, or (3) Both of them

Four teachers argue that the use of criticizing strategies depend on both power relation and social distance between speaker and hearer. Only one teacher assumes that only power relation between speaker and hearer influence the use of criticizing strategies.

Question seven: How does power relation between speaker and hearer influence the use of direct and/or indirect criticizing?

The five teachers argue that when the students criticize a person with lower status, they use direct strategies. but, when they criticize a person with high status, they choose indirect strategies.

Question eight: How does social distance between speaker and hearer influence the use of direct and/or indirect criticizing?

Four teachers assume that the students use direct strategies with close persons and indirect strategies with distant ones. One teachers believe that the use of the strategies is not influenced by the social distance between speaker and hearer.

1.1. Results Interpretation

The results of the study indicate that EFL master students use both direct and indirect strategies to perform the speech acts of criticism. The use of these strategies is determined by two important factors which are power relation between interlocutors and social distance between them.

The findings of the study reveal that when EFL master students have power over the socially distant receivers, they tend to use more direct strategies to perform the speech act of criticism. This can be seen in category one (+P,+D), in which the participants were asked to criticize a builder, a worker, and a student. Direct speech acts of criticism are also used to criticize close persons who are in lower status. This can be seen in category two (+P, -D), in

which the participants were asked to criticize their nephews, their youngest brothers and their sons.

However, it seems that more indirect strategies are used when the participants who is in lower status want to criticize socially distant persons. This can be seen in category three (-P, +D), in which the participants were asked to criticize their colleagues, their neighbors, and passengers.

It seems that indirect criticizing strategies are also used even in situations in which the participants who is in lower status want to criticize close persons. This can be seen in category four (-P, -D), in which the participants were asked to criticize their close friends, their fathers, and their eldest brothers.

Based on the performance of the participants on the four categories, one can safely argue that the more power a sender has over a receiver, and the more social distance between the two, the more indirect criticizing strategies are used. Whereas, the less power a receiver has over a sender and a less social distance between the two, the more direct criticizing strategies are used.

1.2. Conclusion

The chapter describes and analyzes the results obtained from the discourse completion test and the interview. The chapter shows that the EFL master students use both direct and indirect criticizing strategies. It also reveals that the use of these strategies is determined by two important factors which are power relation and social distance between interlocutors.

General

Conclusion

General Conclusion

The present research seeks to examine the strategies that Tiaret's speech community uses to perform the speech act of criticism. The goal of the study is to determine the types of criticizing strategies used by EFL master students at Ibn Khaldoun University, and the factors that influence their uses. To achieve this goal, three chapters have been designed. Chapter one presents the core notions of the subject by making a link between pragmatics, the speech act theory, criticism, and some other related concepts such power and social distance. Chapter two describes the research methodology adopted and the sample population which consists of 100 EFL master students and five teachers who have been randomly chosen. The chapter also details the data collection tools (DCT AND interview) utilized in our investigation. Chapter three is purely practical. It provides a graphical demonstration of the data gathered from our research instruments, notably participant's DCTs, and analyzes the data based on Nguyen's classification (2005).

The results of the study demonstrate that, to perform the speech act of criticism, Tiaret's speech community uses a mixture of both direct and indirect strategies. Concerning direct strategies, it seems that the students prefer to give consequences and use disapproval and expression of disagreement. Regarding indirect strategies, the students use correction, preaching and demand for change.

The use of indirect and direct criticizing strategies seems to be influenced by two important factors. The results indicate that power and social distance have an absolute impact on the strategies applied. The results show the direct strategies are used to criticize close people with lower status, while indirect strategies are used to criticize distant people with higher status.

Limitations of the Study

Like any research this research is not without limitations. Justified by the fact that our investigation took place in the second semester, where the majority of students were not present at the level of the department for quarantine purposes. Students were divided into groups and different timing as well as some participants did not answer all the questions in the DCTs, for this particular issue we had to extend the number of DCTs to 130 to receive all the 100 fully answered DCTs. Besides, most of the teachers refused to answer our interview.

Moreover, the present investigation did not take into consideration so many factors that may influence the use of criticizing strategies like age, gender, and level of education

Recommendations for Further Studies

In light of the above limitations, the following recommendations are proposed:

- Researchers who study the use of the criticizing strategies are recommended to examine a large sample to provide valid and accurate results that can be generalized.
- Other factors should be taken into consideration when investigating the use of the speech act of criticism like, age, gender, and level of education.
- Other speech acts can be examined like, inviting, promising, refusing, ... etc.

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Appendices

Appendix A

Written Discourse Completion Tests (WDCTs)

هذا الإستبيان خاص بطلبة السنة الأولى و الثانية ماستر لجامعة إبن خلدون ، يسرنا أن تكونوا جزءا من بحثنا وذلك من خلال إجاباتكم الصادقة على الوضعيات المرفقة . هذه الدراسة تتمركز حول الطرق المختلفة التي يتبناها المجتمع اللغوي لولاية تيارت لطريقة الإنتقاد لبعض المواقف ، كما أننا نطمح إلى تحديد مختلف العوامل المتحكمة و المساهمة في تنوع هذا النوع من الافعال اللفظية. قراءتكم الحذرة و إجاباتكم النزيهة ، والتي سنحرص بدورنا على إبقائها مجهولة الإسم، ستساهم في زيادة المصداقية لبحثنا. وشكرا لتعاونكم.

الجزء الأول: بيانات المشاركين الشخصية

السن :

الجنس :

الجزء الثاني : إستراتيجيات الإنتقاد

يرجى قراءة المواقف التالية بعناية ، ثم كتابة ما ستجيب عليه في كل منها باستخدام لهجتك الخاصة (ADA).

- أحضرت عامل بناء من أجل تصليح و تجديد بعض الغرف في بيتك . لم يعجبك عمل هذا العامل لأنه غير متقن و النتيجة لم تكن كما توقعت .
ماذا تقول له لتنتقد عمله ؟

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- تمتلك سوبرماركات ولديك عامل في هذا المحل وكل يوم يأتي الى العمل متأخرا،
سئمت هذا الوضع و أردت تغييره تنتقد العامل قائلا ؟

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- أنت أستاذ في الطور الثانوي، طلبت من الطلاب القيام ببحث على موضوع معين
وإحضاره لمناقشته في القسم، فقام أحد الطلاب بإلقاء بحثه وشرحه، لم تكن طريقة
إلقائه ومناقشته لبحثه صحيحة بسبب خروجه عن الموضوع وعدم التركيز، أردت
إنتقاده ليتعلم من أخطائه، ماذا تقول له؟

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- ذهبت لزيارة أخيك في بيته، طلبت زوجة أخيك من ابنها أن يشتري لها بعض
الحاجيات من السوبرماركات، لاحظت الإبن يصرخ رافضا و يتكلم معها بكلام غير
لائق. أردت إنتقاد ابن أخيك على هذا التصرف ، ماذا تقول له؟

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- لديك مخبزة وانت منشغل ولك أعمال أخرى مشغول بها، كلفت أخاك في هذه
المخبزة لكي يقف على الأعمال وسيرورة الأشغال والعمال . بعد مدة رأيت تهاون
وتساهل من أخاك في العمل، لا يقف على الأشغال، لا يصلح الأعطال ويعامل
العمال معاملة سيئة، تريد إنتقاده، ماذا تقول له؟

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- أنت رب عائلة ولديك ولد مشاغب لا يدرس جيدا و كامل و قته ضائع في أمور
ليست ذات منفعة و لا ذات فائدة له، تريد التغيير من حالته تلك عن طريق إنتقاد
سلوكه، ماذا تقول له؟

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- زميل لك فالقسم غير ملتزم أثناء الدراسة، كثير الضحك والكلام، يشوش عليك أثناء
شرح الأستاذ للدرس، أردت إنتقاده ماذا تقول له؟

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- جارك الذي يسكن معك في نفس الحي، لا يرمي النفايات في المكان المخصص لها،
بل يرميها بطريقة عشوائية في محيط الحي، مما جعل نظرة الحي سيئة و متسخة،
أردت إنتقاد جارك على هذا التصرف ، ماذا تقول له؟

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- ركبت في سيارة أجرة متجها إلى عمك صباحا، وأحد الركاب معك أشعل سيجارة
وبدأ يدخل داخل السيارة، لم يعجبك هذا الفعل، أردت انتقاد هذا الراكب، فماذا تقول
له؟

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- كنت أنت وصديقك/تك المقرب/ة في منزلك تراجعون في دروسكم تحضيراً
للإمتحانات ، وبينما أنتم تراجعون إتصلت والدة صديقك/تك فرفضت صديقك/تك
الرد على المكالمة . لم يعجبك هذا التصرف فأردت إنتقاده/ا ماذا تقول؟

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- كانت لدى أبيك سيارة، تسرع و قام ببيعها في وقت كانت العائلة في حاجة ماسة
إليها، فأردت انتقاده ماذا تقول له؟

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- أخاك متزوج ويسكن معكم، رأيتَه يعامل زوجته أمامكم معاملة سيئة يضربها
ويصرخ عليها على أمور تافهة أحيانا ، تريد إنتقاد سلوك أخيك إتجاه زوجته، ماذا
تقول له؟

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Appendix B

Interview with teachers of master students

Dear teachers,

We would be very grateful if you could answer the questions of this interview. The interview is about the strategies that EFL master students use to perform the speech act of criticism and the factors that determine the use of these strategies. We appreciate your collaboration

1. How do master students criticize you about their low grades?

Direct criticizing Indirect criticizing Both of them

2. How do master students criticize their bestfriends in the class ?

Direct criticizing Indirect criticizing Both of them

3. How do master students criticize their classmates in the class ?

Direct criticizing Indirect criticizing Both of them

4. Which of the following direct strategies are used by master students ? and how often ?

Direct strategies	Always	Usually	Sometimes	Rarely	Never
Negative evaluation					
Disapproval					
Expresion of disagreement					
Identification of probelm					
Statement of difficulties					
Giving consequences					

5. Which of the following indirect strategies are used by master students ? and how often ?

Indirect strategies	Always	Usually	Sometims	Rarely	Never
Correction					
Identifying standard					
Demand for change					
Request for change					
Advice about change					
Preaching					

6. According to you, the use of direct and/or indirect criticizing depends on :

- Power relation between speaker and hearer
- Social distance between speaker and hearer
- Both of them

7. How does power relation between speaker and hearer influence the use of direct and/or indirect criticizing

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8. How does social distance between speaker and hearer influence the use of direct and/or indirect criticizing ?

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Summary :

This study intends to investigate the various ways by the means of which members of Tiaret's speech community express their speech act of criticizing, as well as the various elements that influence this speech act. The data were collected from one hundred EFL master students who were asked to answer twelve hypothetical situations, and from 5 EFL teachers. The data were analyzed using Nguyen's classification (2005). The results of the study revealed that EFL master students use both direct and indirect criticizing strategies. The use of these strategies depends on the power relation between interlocutors and the social distance between them. The results indicated that the more power a sender has over a receiver, and the more social distance between the two, the more indirect criticizing strategies are used. Whereas, the less power a receiver has over a sender and the less social distance between the two, the more direct criticizing strategies are used. The study ends with some recommendations.

تلخيص :

تهدف هذه الدراسة إلى التحقيق في الطرق المختلفة التي يستخدمها أعضاء مجتمع الكلام في تيارت للتعبير عن فعل النقد الناقد ، بالإضافة إلى العناصر المختلفة التي تؤثر على فعل الكلام هذا. تم جمع البيانات من مائة طالب ماستر في اللغة الإنجليزية كلغة أجنبية طُلب منهم الإجابة على اثني عشر موقفًا افتراضيًا ، ومن 5 أساتذة اللغة الإنجليزية كلغة أجنبية. تم تحليل البيانات باستخدام تصنيف Nguyen (2005). كشفت نتائج الدراسة أن طلاب الماستر في اللغة الإنجليزية كلغة أجنبية يستخدمون استراتيجيات النقد المباشر وغير المباشر. يعتمد استخدام هذه الاستراتيجيات على علاقة القوة بين المحاورين والمسافة الاجتماعية بينهم. أشارت النتائج إلى أنه كلما زادت قوة المرسل على المستقبل ، وكلما زادت المسافة الاجتماعية بين الاثنين ، زادت استراتيجيات النقد غير المباشر المستخدمة. في حين

أنه كلما قلت قوة المستقبل على المرسل وقلت المسافة الاجتماعية بين الاثنين ، كلما تم استخدام استراتيجيات النقد المباشر. تنتهي الدراسة ببعض التوصيات.

Résumé :

Cette étude entend explorer les différentes manières par lesquelles les membres de la communauté de parole de Tiaret expriment leur acte de parole critique, ainsi que les différents éléments qui influencent cet acte de parole. Les données ont été collectées auprès d'une centaine d'étudiants en master EFL auxquels il a été demandé de répondre à douze situations hypothétiques, et de 5 enseignants EFL. Les données ont été analysées selon la classification de Nguyen (2005). Les résultats de l'étude ont révélé que les étudiants en master EFL utilisent à la fois des stratégies de critique directes et indirectes. L'utilisation de ces stratégies dépend du rapport de force entre les interlocuteurs et de la distance sociale qui les sépare. Les résultats ont indiqué que plus un émetteur a de pouvoir sur un récepteur et plus la distance sociale entre les deux est grande, plus les stratégies de critique indirectes sont utilisées. Alors que, moins un récepteur a de pouvoir sur un expéditeur et moins la distance sociale entre les deux, les stratégies de critique les plus directes sont utilisées. L'étude se termine par quelques recommandations.